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ABSTRACT

This guide to resources on India is designed to help teachers, students, librarians, and general adult readers locate materials that will help them understand Indian civilization. It is presented in five chapters. Chapter I offers three essays--"Learning About India: An Overview on Understanding India," by P. Lal; "On Teaching India," by Donald Johnson, and "Textbook Images of India," by Bonnie R. Crown. Chapter II presents an annotated bibliography of over 300 books on India in five major categories: basic books, the arts, personal accounts, pleasure, and children's literature. For each entry, information is presented on the title, author, number of pages, publisher, publication date, cost, and an annotation. Chapter III suggests audiovisual materials in nine categories--films, film cartridges, filmstrips, audio tapes and records, video tapes and cassettes, multimedia kits, slides, charts, and photographs. Topics include geography and history, economic and social development, cities and villages, families and individuals, religion, biography, and the arts. For each entry, information is presented on type of material, time required, appropriate age level, description, producer, and ordering and rental information. Chapter IV suggests source materials, including reference bibliographies, newspapers, journals, maps, and resource centers. The final chapter introduces Indian and South Asian collections in museums in the United States, Canada, Europe, and Asia. Concluding the document is an appendix containing information on ordering, pronouncing Indian words, publishers and distributors, and an author/title index. (DB)

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LEARNING ABOUT INDIA AN ANNOTATED GUIDE FOR NONSPECIALISTS

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Editor

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Foreword

Ainslie T. Embree

**School of International Affairs
Columbia University**

Two questions may be fairly asked about any book: For whom is it written? and, Is it necessary? Both questions can be easily answered for **LEARNING ABOUT INDIA: AN ANNOTATED GUIDE FOR NONSPECIALISTS**. It is intended for teachers and students who seek access to materials that will permit them to have a deeper understanding of one of the world's great civilizations. Beyond that audience, it will be useful to many others who want, for whatever reason—business, tourism, intellectual curiosity—a reliable guide to resources for the study of India. As for the need of the book, while there are many useful lists of books and bibliographies on India, there is none that covers so wide a range of materials while at the same time being so selective, so reliable, and so judicious. Only those who have tried to create such a book will fully appreciate what Barbara Harrison has accomplished.

But this book cannot be used for its primary function of helping teachers teach about India unless the teachers and students—and all of us who are engaged in the educational process—are willing to face a further question: Why teach about India in a curriculum that is already overcrowded? What claim has India upon the time and attention of students who are often very poorly informed about their own history and culture? What relevance has a civilization, so remote in geographic and mental distance from our own, for our children? The questions are fair ones, and are not to be pushed aside, as those of us who have strong personal commitments to the study of the non-Western world are inclined to do, with the suggestion that those who raise such issues are philistines or obscurantists.

A variety of answers have been given for the inclusion of the study of India, and other unfamiliar cultural regions, in the curriculum, and many of these answers are discussed in this book.

One still finds the argument being put forward, although happily not so often as it was a few years ago, that one should

know about other peoples because they may become our enemy. I do not think any of the books listed in the bibliographies or discussed in the chapters on teaching actually suggests this, although it is worth remembering that the federal legislation that underwrites much of the study of non-Western languages in our country has as its title, National Defense Education Act, a reminder of the argument that was found most appealing when justification was being sought twenty-five years ago for the expenditure of public funds on the teaching of such languages as Chinese, Japanese, and Hindi, and for imparting a knowledge of alien cultures. It is not, it should be acknowledged, an argument wholly without merit, for in a world marked by growing rivalries and tensions, it is surely prudent to ensure that our knowledge of other peoples comes to us first hand, through the medium of their own language and in the context of their own culture, and not as second-hand derivative gossip. But as an impulse for educational work, the argument is repellent and sterile.

Much more appealing is the common argument that we live in a time of global interdependence, when we have become enmeshed in a common social and economic fabric with all men everywhere. The claim here is to people of good will and common sense to recognize that we are, in the ancient phrase, "bound in the bundle of life," and that we must teach our children about other cultures to prepare them for the realities of the world. To question such an emphasis may seem churlish, but its transference to the classroom is very frequently accompanied by the assumptions, made very plain in many of the books mentioned in these chapters, that the way to achieve global interdependence is through a recognition of those things we share in common with others and that, if we know others, we will like them. The truth is, of course, that to know others does not by any means guarantee that we will like them; and the bitterest wars, as our own national history attests, have been civil wars, fought between those who share a common heritage.

Instead, then, of seeking some special case for the study of other cultures, we should insist that such studies need no justifications, but that they are a necessary part of the great end of all education, which is, in simplest terms, to civilize our children and ourselves. To civilize means to make people civil, to become part

of the web of culture, science, industry, and government that has been stretched, with great fragility, across the centuries. To become educated, to become civilized, is to be able to take part in what a famous teacher, Mark Van Doren, called "The Great Conversation," the dialogue with those who have gone before us and those who will come after us. This little book, which has been prepared with great care by Barbara Harrison and her associates, is meant, then, to help students and teachers to enrich their lives by bringing to that Great Conversation an awareness of an integral part of the web of civilized life. One can, of course, be a decent, humane citizen without knowing anything of Greece, or India, or colonial America; but to have such knowledge is to possess, not just the past, but more importantly, the future.

Two institutions have sponsored this guide. One is the Center for Asian Studies at the University of Rochester, and the contribution of Professor Brijen Gupta is evident in the major bibliographical section. Not so evident perhaps is the contribution of Ward Morehouse of the Center for International Programs and Comparative Studies, New York State Education Department. For this book, and for many other enterprises that have furthered the cause of education in the United States, students and teachers alike owe him a debt of gratitude for having made them, as the title of a well-known book puts it, "Richer by Asia."

Preface

The preparation of this guide to resources for the study of India was jointly the creation of the Center for International Programs and Comparative Studies, New York State Education Department and the Center for Asian Studies, University of Rochester. It is intended for nonspecialists. We have endeavored, through a careful selection and critical assessment of American- and Indian-produced learning materials, to offer teachers, libraries, college students, and the general adult public the means with which to acquire a strong personal background of knowledge of India, one of the major culture areas of the world. Many of the materials may be used as well by teachers in elementary, secondary, and undergraduate classrooms.

The volume is a compilation of the hard labor of the contributors whose names appear in the table of contents and on the title pages of individual sections. Each is a specialist in the area of his or her contribution and each is well known for tireless dedication to the promotion of Indian studies in American collegiate and pre-collegiate education. Their work here is one more manifestation of that devotion.

Most items listed in this book are available in the United States and their prices are quoted in dollars. But some are available only in India or England. Their prices are stated in Indian rupees (Rs.) or English pounds (£). At the current rate of exchange one Indian rupee = 11½¢ and one English pound = \$.72

Readers should be aware that it is not possible to guarantee costs of materials. All prices, which we have labored to make current, are subject to change. Publishers and distributors normally require pre-payment of individual and small orders, and expect checks or money orders to accompany them. A postage and handling charge, and sales tax when applicable, will usually be added to the price of materials listed. Addresses of producers and distributors of all items in the guide are located at the back of the book.

Indic words are spelled as they appear in WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY except that Sanskrit ś is Anglicized as *sh* (e.g., *Śūdra* is *shudra*). The few terms not

included in Webster's are italicized. Except for titles of works in Sanskrit, diacritical marks are omitted.

A number of scholars and experts in the Indian studies field in the United States and India have, when asked, made helpful suggestions about various sections and individual items in the guide. We are deeply indebted to them for their knowledge freely offered and their time graciously given. None of them, of course, is responsible in any way for the final content of the guide. They include: William J. Barnds, N. Gerald Barrier, André Bêteille, Franklin R. Buchanan, Edward C. Dimock, Ainslie T. Embree, Selig S. Harrison, Edward S. Haynes, Charles Heimsath, A. Elgin Heinz, Alan Heston, Thomas Hopkins, Donald Johnson, Wilfred Malenbaum, P.N. Malhan, McKim Marriott, Robert McDermott, Ephraim Miller, Grace Morley, Chaman Nahal, B.R. Nanda, Iqbal Narain, Walter C. Neale, Norman Palmer, Richard L. Park, Maureen L.P. Patterson, Anne Pellowski, Loretta Ryan, Walter Spink, Romila Thapar, and Kapila Vatsyayan. The scholars Niharranjan Ray, Anand Krishna, Marie Joy Curtiss, Mohan Khokar, and Farley Richmond helped develop parts of the arts sections of the Books or Audio-Visual chapters. Their contributions were most gratefully received, as was the information on museum art collections sent by numerous museum directors and curators throughout the United States.

Ward Morehouse, former Director of the Center for International Programs and Comparative Studies, New York State Education Department, initiated the guide and aided it along its way. Liaison with, and help from, the Center was provided by Norman Abramowitz. Sharada Nayak of the Educational Resources Center performed the same useful service from New Delhi. It was ever reassuring to have their three encouraging, amiable presences in the "wings."

We wish to acknowledge the generous financial support of the Council on International and Public Affairs, formerly the Conference on World Affairs, Inc., and the NDEA Center for South Asian Studies, Columbia University. We are also grateful for a small grant from the NDEA Center for South Asian Studies, University of Virginia.

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Editor

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I

Learning About India : An Overview

On Understanding India

P. Lal

Writers Workshop

Calcutta

For a number of years I have been writing and saying that the best way of understanding India is by getting an insight into the meaning of her "myths." The best of these myths are embodied in the oral folk tradition. I will deal here with three. They have been floating in India for hundreds of years, perhaps thousands, and to me they represent what is essential in Indian culture—and by "Indian" I mean a composite phenomenon that embraces the different faiths that are practised in the country. The stories are only superficially—and originally—Hindu; they are now very much a part of the "Indian" heritage.

The first story is from the MAHĀBHĀRATA, the celebrated "Drops of Honey" parable which found root and flourished disguised in Europe in the Middle Ages, under the name of BARLAAM AND JOSAPHAT in the 11th century, and in the 13th century as Chapter 168 titled "On Eternal Damnation" in the GESTA ROMANORUM. In Vyasa's epic it is narrated by Vidura to console the blind monarch, Dhritarashtra, after the Kurukshetra carnage. It presents, I think, an Indian view of man's existential predicament, and I was so moved by it that I re-told it in my own fashion in a long poem, THE MAN OF DHARMA AND THE RASA OF SILENCE*:

"But what is the way? Blinded by darkness, how do I see?
How does an unwinged bird like me fly? How does an unson-
ned sun like me shine? Or must I wander over the earth, pro-
pelled by my karma to unending cycles of grief?

—Sire, I bow to the Self-Born One,
The Source of the shining sun.
Shine through me like a knife
Piercing this jungle of life!

*Thompson, CT, InterCulture Associates, 1974. \$4.00 (paper).

A wandering Brahman sees
Himself imprisoned by trees
Looming like elephants; lions
And tigers roaring defiance
At night, whose fetid breath
Brings Yama, god of death.
Night, and no one near
Alone in that forest of fear.

—The forest is the World, its limits our Life. The lions and tigers are Diseases that strike us down. Night is the ignorance of the traveler.

—So he runs, trembling he flees
Into trees breeding trees breeding trees,
And, sweating, exhausted, sees
The wondrous vision of the Other,
The vision of the Fearful Mother,
Arms open and free, yet
Swathing the wood like a net:
Five-headed snakes at her breast,
Huddled in succulent rest.

—The giant woman who embraces the forest and suckles the snakes is Decay; Decay suckles and sucks all creatures of the will to live.

—A massive hole, an abyss
Oozing dung and piss.
Jasmine vines on its mouth,
Scented vines from the south.
The Brahman is beguiled; recalls
Home; steps forward; falls
And dangles, male jack-fruit
In clutch of creeper and root.
Head over heels in pit
Of spittle and piss and shit.
Below, a giant serpent pants.
Above: six-headed elephants.

—The abyss is the Physical Components of man and other creatures. The tangle of creeper and shoot and root is the throbbing, clutching Desire to carry on living. The six-faced elephants are the Years; the six heads stand for the six seasons. The snake is Time the All-Devourer, omni-consuming Kala.

—The elephant steadfastly treads
On shrub-and-creeper beds,
Where swarms of bees increase
Multitudinous sweetnesses.
A thick honey-drop drips
On the Brahman's lips;
Third follows second follows first
Quenching insatiable thirst.
'I am alive!' he says
In delirious daze.
'I am alive!' Hilarious,
He dangles precarious.
Black and white rats bite
At the roots in the night.
The lion waits,
The Mother horripilates,
The pit-serpent glowers,
The elephant towers,
The bees buzz ominously,
The roots slip perceptibly.

—The rats are the Days and Nights that shorten our span of life. The bees are our Hopes. The drops of honey are our Sensual and Sensuous Pleasures. But what is the way? Blinded by darkness, how do I see? What must I know?

—'I am alive!' he says
In delirious daze.
'I am alive!' Hilarious,
He dangles precarious."

That then is one Indian way of looking at the human condition. Man hangs in a fearful pit not of his own making, and the more he struggles the more he slips down into it; so the best course for

him is to reach out for the drops of honey and relish them before he drops once and for all.

Pessimistic? Perhaps. But I do not think a facile categorization is possible of the experience this fable seeks to convey. It was narrated by Vidura not to add to Dhritarashtra's dejection, but to lift him out of it by providing a unique form of spiritual consolation.

That applies also to the second tale, which is concerned with the nature of Time. It tries to give some kind of insight into Time which takes survey of all the world, and whose fools we are. "Insight", not intellectual explanation or solution; it is highly doubtful if there is any neat answer to the riddle of Time.

Let us go back to the morning of 16 July 1945, in the desert near Alamogordo, New Mexico, where the countdown begins for the world's first nuclear explosion. Reporting the event for SCIENCE NEWS in July 1970, William L. Laurence wrote: "I asked Dr. Oppenheimer, the intellectual head of the project, what his first thoughts had been at the Zero moment." Dr. Oppenheimer's reply was "in a voice that sounded as if it came from far away": 'At that moment there flashed into my mind a passage from the BHAGAVAD GĪTĀ, "I am become Death, the shatterer of worlds!"' " William Laurence added: "It was the line in which Krishna had reassured a reluctant royal swordsman that he was both the slayer and the slain. But the most down-to-earth reaction came from young Professor Bainbridge: 'Now,' he said, 'we are all sons-of-bitches!' "

While reserving judgment on Professor Bainbridge's reaction, it is useful to keep in mind that we are still very much in the shadow of the nuclear mushroom, and that the New Mexico desert now has the Rajasthan wastes added to it. If he so decides, man can become simultaneously slayer and slain. Emerson put it differently in his poem "Brahma", but he had the same idea in mind:

"If the red slayer thinks he slays,
Or the slain think he is slain,
They know not well the subtle ways
I keep, and pass, and turn again."

This "subtlety" about the nature of Time has haunted the

Indian imagination for centuries. Foreigners visiting India get a taste of this haunting in not-so-subtle ways. Take the experience of André Malraux, who describes a weird happening in his book *ANTI-MEMOIRS*. In 1958, during a visit to the holy city of Varanasi, he was told a folk tale about Vishnu, which he found so engrossing that he returned to his hotel and immediately transcribed it. The story takes many forms, depending on who narrates it. M. Malraux says he heard it from professors, so his version tends to be overly philosophical.

The village version—the one most Indians know—has a terrifying simplicity.

Everyone knows that Narada, the Brahman of the gods in Indra's heaven, is a mischievous character: he carries a one-stringed guitar, he has long hair, and he asks the most infernally awkward questions. When the gods see him approaching, they hide themselves. He is a kind of high-born Dennis-the-Menace threat to all establishments, including, and especially, "divine" ones.

Once he goes to Vishnu and asks innocently, "Lord and Preserver of the Universe, what is maya?"

Vishnu smiles enigmatically. "Maya is the nature of Time. It can be experienced, but it cannot be explained."

"If that is the way you feel about it," says Narada, "then I refuse to believe in you. How can the Creator of maya find it impossible to explain maya?"

Vishnu is disturbed by Narada's withholding of faith, for without the faith of men, the gods perish.

"Very well," he replies. "If you must know maya, come with me. I will explain what it is."

Vishnu leads Narada to the edge of a desert, and suddenly slumps down under a tree, complaining of the unbearable heat of the sun. "Before I explain maya, can you get me some water in this lota," and he produces the brass vessel and hands it to Narada, pointing to an oasis in the distance and asking, "How long do you think you will take?"

Narada calculates quickly and replies that he will return with the water in half an hour.

He struggles through the blazing heat and the scorching sand. In the oasis he finds a hut. The door is opened by a lovely young girl with black hair—and the mysterious, tantalizing eyes of

Vishnu. Narada is puzzled, but quickly asks her, "Can I have water in this lota? It is very important, and very urgent."

She invites him in, takes the lota, and disappears inside an inner room. Her parents appear with a *thali*-ful of food for their tired guest, who protests that he is in a hurry, but eats gratefully. He is so exquisitely refreshed that he dozes off. When he wakes up, it is morning. He is angry. One voice in his mind wants the water for Vishnu; another wants to have a second glimpse of the lovely girl with black hair and Vishnu-eyes.

He lingers a week. Then he asks for her hand in marriage. Her parents have apparently been expecting this. They readily agree.

Two years pass. A son and a daughter are born to him. But on lonely nights, a voice speaks to him insistently, "Remember the water for Vishnu who is waiting?" He pushes the voice away. As the years pass, it gets so faint that he can hardly hear it any more.

In the sixth year his in-laws die—as in-laws must—and he inherits the family property and becomes owner of a large area of the oasis.

In the twelfth year—it is always the twelfth year whenever the story is told (it is the twelfth year in Malraux' version too)—the floods come, as floods will, and sweep away his fields and the village.

He flails helplessly in the swirling waters, trying to reach his floundering wife—and finds his children swept away. He struggles to save them, and finds his wife sucked under.

He blacks out.

When he opens his eyes, he finds himself on dry land. His head is cradled in the lap of Vishnu, who smiles mysteriously and compassionately at him.

"Where," asks Vishnu, "is the lota of water you promised you would bring?"

There the folk tale ends. Its meaning? Who knows? Certainly not that life is illusion. The black-haired girl was real enough for twelve years. So were the children, the property, the oasis, and yet ...

Is the moral as simple as this—that we allow ourselves to get seduced and sidetracked? Instead of getting water from this desert of a world for waiting Vishnu, we get trapped in Vishnu-eyes and inherited palm-trees, forgetting that the floods are wait-

ing round the corner, to strike us and our "loves" down in the twelfth year. Instead of doing the "real" thing, we keep doing "our" things. The Indian mind is haunted by this idea.

I think there is something precious the Indian tradition teaches through this tale; perhaps it stresses the need to cool off, to relax, take things easy, to see Time like a pulse shaking through the universe, to put things in perspective, to bend before the blast and not fall victim to fever, fury, and fret.

Easier said than done. This brings me to the third and last folk tale, a popular one in Bengal though it circulates everywhere in Bharat. In fact, Ram Prosad Sen has a song which refers to it:

"Let's go, my mind,
And pluck the four fruits..."

These are the four fruits of the Kalpa-taru, the Wish-Fulfilling Tree. In his anthology, *VEDANTA FOR THE WEST*, Christopher Isherwood retells the story and suggests that it has great relevance for our times since it advises a course of positive action instead of meaningless drift.

A benevolent uncle—the proverbial uncle!—turns up in a village and finds his nephews and nieces and their friends playing in a hut with clay toys and make-do twig-and-rag dolls. He is surprised. "Why play with these?" he says. "Outside is the Wish-Fulfilling Tree, the Kalpa-taru. Go to it, stand under it. Wish anything you like, and the tree will give it to you."

These children—modern kids—are of course very smart. They know the world's not a place which gives you whatever you want. You have to struggle very hard to get your heart's desire—and often others get it first, for they have what is known as "connections".

They smile knowingly. The uncle leaves.

No sooner has he left, however, than they rush to the Kalpa-taru, and start wishing. They wish for sweets—and they get stomach ache. They wish for toys—and they get boredom. Bigger toys, bigger boredom. Bigger and better toys, bigger and better boredom.

This worries them. Something must be wrong somewhere. We got what we wanted, the sweets and the toys. But what is this unpleasant unwanted extra that came along with the sweets and the toys?

What they have not realized yet is that the Wish-Fulfilling Tree

is the enormously generous but totally unsentimental cosmos. It will give you exactly what you want—and with it its built-in opposite. Nothing in this world comes single; everything comes ambivalent. The tragedy of the world is not that we don't get what we want, but that we always get exactly what we want—along with its built-in opposite. Wish it, think it, dream it, do it—you've got it! and, literally, you've had it.

So now the kids grow up and become what is euphemistically known as "young adults." They really are just a bunch of overgrown kids, all standing under the Wishing Tree. Instead of sweets and toys—foolish trifles!—they now crave Sex, Fame, Money and Power, the four sweet fruits that hang from the tree. Bittersweet fruits. There are, in fact, no other fruits. There is nothing else to be had.

They reach out and taste each of these four fruits and get the same bitter after-taste of disappointment and disillusionment. And they go on wishing, because there seems to be little else that one can do under the Wishing Tree.

Then they become old, and are stretched out under the tree, lying on their death cots. Pathetic old men and women, euphemistically referred to as "senior citizens", huddled in three security-seeking groups. The first group whispers, "It's all a hoax. The world's a farce." A foolish group; it has learnt nothing.

The second huddle whispers, "We made the wrong wishes. We'll wish again. This time will be the right wish." Bigger fools; they have learnt less than nothing.

The third group is the foolishest. It says, "What's the point in living? Nothing makes sense. We want to die."

The obliging tree quickly grants their last desire. They die—and get the built-in opposite of the death-wish—they are re-born—under the same tree, for there is no place else that one can get born in.

The tale does not end here. It speaks of a lame boy. This young cripple also ran to the tree, but was shoved aside by his more agile friends. So he crawled back to the hut and gazed at the marvellous tree from the window, waiting until there would be a chance for him to go and make the wish that lame boys make. What he saw from the window, however, unnerved and mesmerized him.

He saw his companions wanting sweets and getting stomach

ache, grabbing toys and getting bored. He saw them scrambling for Sex, Fame, Money and Power, and getting their opposites, and agonizing—and not realizing why they were suffering. He saw them divided into the three old groups: the Cynics, the self-appointed Wise Guys, and the Death-Wishers. He saw all this clearly, with the unforgettable brilliant sharpness of naked truth.

The spectacle of this cosmic swindle so impressed him that he stood stunned in brief lucid bafflement. A divine comedy, a divine tragicomedy, was being enacted in front of his eyes. A gush of compassion rose in this heart for his suffering friends, and in that gush of compassion the lame boy forgot to make his own wish.

The tree could not touch him. He stood outside the orbit of the world's ambivalence.

He had, in showing spontaneous compassion, not done the planned good act, which earns heaven for its doer and leads to better re-birth. The Hindu heaven is a temporary state, perhaps because the tradition feels that an eternity of rewarded happiness would be unbearable for its recipient!

Nor had he done the bad act, which gets hell, again temporary, after which one is born again. The tradition probably feels that no crime is so bad as to deserve an eternity of punishment!

He had not done the absurd act either, by opting to cop out of the system. After all, it is my life, and I can take it whenever I want to; there's no one really to stop me.

He had done the "pure" act, the act of gratuitous compassion, which gets no reward or punishment, since it lies outside the give-and-take orbit. The pure act is its own reward. Until the gesture of the pure act is made, we are all trapped under the Wish-Fulfilling Tree. The cripple did not, of course, consciously know this. He stood, under the shadow of compassion and beyond the pale of the tree, marvelling at the wonder of the universe and forgetting to wish. He was the "free", the serene man—free in the real sense: untouched by the ambivalence of the world, and by the heaven and hell the world offers.

These three then are what obsess the Indian mind: the Drop of Honey, the Lota of Water, and the Pure Act. Especially the Pure Act. That perhaps is why Gandhiji always stressed it. In one of his prayer meetings—and these were open-air affairs at which thousands turned up—he said, "I eat, and I enjoy eating;

but I do not sit down to eat for the sake of enjoyment." When asked to define the pure act, he is reported to have said, "Don't ask me. Ask any mother why she puts the baby on the dry side of the bed at night—and puts herself on the wet side, joyfully." Her act is apparently neither instinctive, nor impulsive, nor irrational, nor calculated, nor Freudian. To define it, or to try to, is to miss the point. The pure act comes from the deepest of human involvements. Because it is done daily, life is livable. To try to *know* how it is done. . . .

On Teaching India

Donald Johnson

**Department of Social Sciences Education
New York University**

Attempting to teach Indian culture to American adolescents presents formidable challenges to teachers and curriculum developers. William de Bary has said, "In teaching Asia we must begin as Americans or we make a false start." Therein lies the basic problem. Within our conceptual framework as American teachers and students, socialized since birth and emerging out of centuries of tradition, we find ourselves operating in categories, assumptions, and conceptions of what the good life is and what constitutes civilization. For some reason India, if taken seriously, intrudes rudely and pierces many of these categories of thought in fundamental ways. At almost every turn Indian norms of behavior, notions of social organization, and concepts of reality confront us with serious questions of value and often force us to reexamine our ideas.

Self-fulfillment for the young American student growing out of individual choice and autonomy is axiomatic. Always basic to the "American way", this is especially true in recent years with films, social movements, reform rhetoric, and psychological literature counseling him or her to greater heights of I-ness and self assertion. Nurtured on Western myth and Freudian psychology, the student tends to value personal independence and seeks to sever the bonds that tie him to family and that wrap up his identity in larger pre-established social contexts. How difficult it must be for the average high school student to identify with the Indian ideal of selfhood, which finds its meaning in countless dependency relationships of family, caste, and community and seeks total release from personal identity by merging in the greater Being beyond egos and worldly forms.

For most Americans, self actualization is synonymous with individual choices made one after another in an endless chain of struggle. It would be almost unthinkable for American young people to accept without question the selection of a marriage partner, the assigning of a life's work, or the curtailment of his

own goals and wants for the good of the larger community. Thus the arranged marriage, the family loyalties, and obedience to authority that any student of India must understand will seem strange or even weakness; more often they are rationalized as habits of "traditional" societies. Free choice is a long psychological leap from dharma, yet how can we appreciate the inner meaning of Indian culture both historically and in contemporary life without reference to this guiding concept? It is just this leap that the American student of India must make if understanding is to come, but the emphasis on life's duties rather than its privileges is not likely to elicit much approval from sixteen-year-olds bent on doing better than daddy and striking out alone to win in a competitive world.

In our notion of society we tend to think of individuals as the basic building blocks. Social structure is shaped to serve our personal needs: the ideal economic process is a legitimized game of self-interest where self-assertiveness, even selfishness, leads to the greater social good. We are all players in a game of checkers where each man can jump any other man and become a king. These concepts of the good society make it difficult indeed for much student empathy with a society in which caste structure is as normal as the rotation of the earth around the sun. We therefore tend to present caste as a problem to be solved rather than as an institution that cemented society together. Viewing caste as an exotic anomaly projects our own ideas of individual social mobility as the norm of social organization.

In our method of analysis of culture we are shaped by the rules of Aristotle. The excluded middle dictates that you must go this way or that. You can't have it both ways. A proposition is either true or false. You are guilty or innocent, with me or against me. Even political questions are likely to be seen as questions of right or wrong. This notion of duality colors many of our perceptions of reality. It is a lot to ask of any American to go through the day without this yardstick of moral measurement. And it is even more difficult to help him understand a people who for thousands of years lived without Aristotle and who as likely as not will, to an American's mind, muddle the extremes, opt for synthesis, transcend the opposites, and see truth on both sides of dichotomy. We are prone to call this wishy-washy thinking, an inability to get to the point. How can any intelligent

person say both yes and no and believe that devils are every bit as useful as the gods? Americans fit this kind of thinking into their either/or mental state and label such people indecisive at best or perhaps even moral cowards.

Religion itself leads to many pitfalls of misunderstanding. We pride ourselves in our secular, rational mind-sets and point to our tradition of separation of Church and State. In doing so, we often fail to appreciate the deep psychic impression that the Judeo-Christian world views have left on us. Our own faiths are so internalized that we seldom examine our behavior in a religious context. Even if our students never attend church or temple, they know the ultimate legitimacy of contract, that good and evil exist, that God, if He exists, is "out there", that hard work and being on time are important. Such habits of behavior and thought, often deriving from religious influences, are now part of our normal life—what Robert Bellah calls our "civil religion". But by not understanding the relationship of our own religious traditions to our daily lives, we misunderstand as well Indian religious influences on behavior. Because India has a heightened idea of the sacred, we tend to think of Indians as "spiritual", "superstitious", or even hypocritical. We learn terms such as *moksha*, *karma*, *yoga*, *samsara* in one-sentence definitions for a quiz, but we have not understood the profound implications of these concepts in the behavior of Indians. Not comprehending that society, shaped by religious thought and faith, we airily dismiss the faith as expendable, a barrier to economic development.

Members of most societies are prone to consider their own ways of doing things as natural and rational. Americans are no exception. Beyond this tendency there is the further practice of holding up for all to see our ideals for the good society as if they represented, in fact, the day-to-day practices of our people. We value contractual relationships and like to believe that most of our personal transactions in business, education, politics, and employment are based on merit and individual competence. It does not require much analysis, however, to see that America's ethnic groups favor their own and religious groups may look a little more kindly on a fellow believer when it comes to offering a job. Our system of social mobility may be more flavored with "who we know" than we care to admit. Similarly, we, like

most societies, have problems of corruption in political and business life. Enormous payments by large companies to foreign governments or huge campaign contributions to political candidates often pass unscrutinized. Perhaps because such practices are taken for granted and often institutionalized, we frequently do not recognize them for what they are. When we look at India we see different types of interpersonal face-to-face relationships, based often on caste and family. These we flippily label nepotism and barriers to efficient government. The bribes, gifts, and other favors we witness in Indian business and politics, we quickly decide, are products and evidence of a corrupt people. Yet were we to know the mores of the society better, we would not be so prompt with corruption charges.

Like Indians, we also have our sacred objects and practices that are no more rational than those of any other society, yet we do not usually think of them as exotic or sacred. How often are allegations made against India because of the problem of the "sacred cow" which is uniformly discussed as irrational and economically harmful. Seldom is our concept of the automobile analyzed in like vein as a "sacred" object that serves beyond a mode of transportation, the surrogate for our deeper desires for power, prestige, privacy, and psychic as well as physical mobility.

Poverty presents another special problem when Americans confront India. We have been nurtured on a long tradition of believing that affluence is tantamount to happiness, that conspicuous consumption is every person's normal desire, and that poverty is somehow associated with laziness and indifference toward work. In many instances students, when asked to associate some quality with India, immediately cite "poverty stricken" or "poor" as their prevalent impression. Poverty to most of us means economic deprivation. Seldom do we think of poverty of the spirit, poverty of values, or poverty of love when we use the term. It asks much of young people to understand that even people with low economic standards of living may and do enjoy good fellowship, a high cultural level, meaning in life, and even happiness. The objective teacher must, however, at least try to present the fact that most Indians have meaning in their lives and are products of a long proud tradition. There is some truth to the idea that man does not live by bread alone.

The list of differing perceptions between India and America

could be extended almost indefinitely. The place of women, ideas of time, friendship, success, and death are but a few that would have to be considered if we seek to teach India within its own value system instead of projecting our norms of society and culture as universals. This projection of our own culture as a yardstick for other nations may be in part responsible for the extremely high critical standards most Americans have used when evaluating India. American public opinion seems to have expected from India non-violence, democracy, and an economic development that would surpass that of the People's Republic of China. In addition, we expected allegiance in the cold war, gratitude for food shipments and foreign aid, and lack of criticism of American foreign policy objectives. Furthermore, the press and many textbooks seem to imply that India will one day rid itself of "traditional" ways, free itself from the values of Hinduism, and, with our help, become modern or very much like us. Unfortunately, it is easy to forget as we teach India that this nation, like all others, is a sovereign state with its own long history, traditions, and culture. Our objective should be more to understand the people than constantly to sit in judgment of failures, failures that are often measured by goals we have set ourselves.

Our major problem in teaching India is that we view it primarily from our own perspective. The social scientist Edward Kracke has stated that, "In approaching any Asian civilization, the greatest difficulty seems to be that of overcoming our initial preconceptions concerning the bases of a civilization and its objectives." The unstated criteria most of us hold for India are rooted deeply in the Western tradition of progress and evolution. The sociologist Robert Nisbet maintains that the major element of Western social analysis since the time of the Greeks has been an emphasis on growth and development of all societies through pre-ordained stages to a full-blown maturity. According to Nisbet this model of culture conceives of society and culture as if they were replicas of the biological world and have an organic life of their own. Thus, cultures are born, grow, and die through some mystical quality inherent within the society itself. From the time of Augustine this growth has been seen as a linear progression ever upward and onward to the perfect state, whether in the Christian City of God or Marx's utopia here on earth. Even

if individual societies wax and wane, civilization itself, viewed as a transcendent quality, builds epoch on epoch to the present and beyond. The views of such Enlightenment thinkers as Condorcet, although perhaps exaggerations of Western man's belief in progress, are merely extreme examples of this faith in the future.

The birth of social science, as we in the West know it, sprang out of this long tradition and has tended to give a scholarly, scientific basis for our belief in the progress of all history towards a future of perfectability.

An important premise of the early social scientists of the late 19th century was that all cultures evolved in three stages of development: savagery through barbarism to civilization. The American anthropologist, Lewis Henry Morgan, saw this evolution as the inevitable consequence of technological determinism. Morgan's English counterpart, Edward Burnett Tylor, using similar assumptions, proposed a model of culture that saw man developing from animism to monotheism in religion, as Morgan postulated an evolution of man from loose group sexual morality to faithful monogamy in family organization. Fundamental to the early anthropologists like Morgan and Tylor was the belief in the primacy of man's material accomplishments, as both the criterion and cause of social development. Early professional sociology and history made similar assumptions about man's development. Most writers in the fields saw the life of art, religion, and values as mere holdovers from a lesser stage of development and always as "lagging" behind the more rapid technological and economic innovations. The historians Beard and Fiske, the sociologists Tonnies and Bentham, the social philosophers Marx and Spencer and their followers all shared the basic view that man's only direction was upward on a scale of development. Some peoples such as the Chinese and Indians were far down the ladder when compared to the achievements of the West, but given time and history, all would proceed through the inevitable phases of progress toward a world that remarkably resembled London and Boston.

This concept of social change has always had its critics, but it has become a folk belief of most Americans. The scholars Daniel Lerner and Walter Rostow have continued the metaphors in our own day. Rostow, in his now well-known answer to

Marxism, postulated five stages of economic growth that echoed the models of Morgan and Tylor. He found that "traditional" society with its cultural values and world views was not conducive to rapid economic advancement. Lerner in *THE PASSING OF TRADITIONAL SOCIETY* suggests that modernization is occurring in the non-Western world as it has occurred in the West and that the process of modernization "... follows an autonomous historic logic (and) that each phase tends to generate the next phase by some mechanism which originates independently of cultural and doctrinal variations."

This view of modernization has wide-spread popularity among teachers in American schools, and is reflected in a high percentage of available textbooks on India. In a recent exhaustive study of over 300 textbooks dealing with Asia conducted by The Asia Society, it was found that:

Most American elementary and secondary social studies textbooks on Asia are based on a narrow concept of development. The majority contain implicit assumptions about the universality of Western patterns and standards of measurement. Also prominent is a preoccupation with change and economic growth that ignores or denigrates Asian traditions.

Consistent with our traditions of dualistic thought, we tend to pit modern (largely an economic and technological term) against tradition and postulate a linear development of all societies through the stages of growth set forth by Morgan, Tylor, Tonnies, Rostow, and Lerner. This tradition-versus-modernity dichotomy often places religion, cultural values, and social customs in the "backward" or "barriers to development" category.

Available to teachers of India is ample excellent scholarship in the social sciences that would ameliorate some of the more blatant ethnocentrism of the linear stages-of-civilization approach that sees Western civilization as the acme of man's development. In anthropology especially, viewing culture from the inside out and in the context of its own norms and values has been commonplace for several decades. The works of the functionalist schools in anthropology and sociology would be helpful to any teacher who undertakes the introduction of India to students. Because India has been the scene of some of the best field work

by social scientists from all over the world, there is a rich store of literature available. The work of those scholars in anthropology is of special value for the high school teacher. The studies of John and Beatrice Whiting, Melford Spiro, and Barbara and Robert LeVine, which emphasize the socialization of children in various cultures and the relationship between culture and personality, would not only assist the teacher in seeing India from the inside out, but would provide numerous examples of teaching techniques suitable for young students. Drawing upon games played, folk tales heard, stories read, and other activities of children in the context of the Indian home is a far more immediate and personal approach to Indian culture than most expository textbooks can provide.

Of significant note for the high school teacher is the work of Lloyd and Susanne Rudolph. As early as the late 1950s the Rudolphs questioned the view of many Western-oriented social scientists that tradition was in direct conflict with our view of modernization. Their emphasis on the reciprocity of tradition and modernity in India should be seriously considered by those who uncritically continue the long Western tendency to regard the agrarian village society of India as hopelessly out of step with modern practices and as largely a set of obstacles to overcome rather than a social system to be understood. The theoretical approaches of Milton Singer, Clifford Geertz, and M.N. Srinivas should be made available and understood by all teachers of India no matter which grade they teach.

Our efforts to teach India as a valid cultural system in the context of its own norms are perhaps best achieved through the use of humanities materials as our chief sources for promoting empathy and contextual milieus for student understanding of India. Often the social sciences offer students a series of abstractions that evade any real understanding on the human level. Since most students lack any frame of reference whatever in regard to India, some personal contact is essential. The humanities permit this immediate and personal contact with Indian culture. Their use provides a most effective method of taking the young student to the interior of the Indian experience rather than forcing him to walk around the perimeter of abstractions, generalizations, and factual recall. They also involve the student emotionally as well as intellectually, and foster that empathy

from which a genuine interest will spring.

The resonating strings of the sitar can demonstrate the interplay of opposites in Indian culture—a concept so difficult to teach. The interplay of sitar and tabla offers a concrete example of this reciprocity of opposites. The contrast of a temple gopuram with the Parthenon dramatically offers the student an opportunity to visualize the differing uses of space. Almost any student can readily see the role that nature plays in Indian thought by looking at Kangra art whose trees and flowers reflect the moods of the human subjects in the paintings. The Red Fort at Agra, filled with concrete examples of the synthesis of Hindu and Muslim ideals, is an excellent way to deal with the two religions and the values each suggests.

Literature is perhaps the most fruitful of all the humanities for the teaching of India. Most of the basic beliefs of Indians are found in literary expression. In addition history, anthropology, and social organization can be concretely demonstrated through literature. The literary expression of cultural norms will sound more rational to the student than any teacher's exposition or textbook presentation of ideas often taught out of context and made to seem exotic. Thus, caste as presented in a novel like *GODAAN* or *CHEMMEEN* seems a normal living institution rather than a strange practice removed from reality. The arranged marriage (almost always a red flag for students committed to free choice), when seen through the eyes of Chandran in *THE BACHELOR OF ARTS* or Mohini in *MUSIC FOR MOHINI*, takes on a tenderness and meaning that humanizes a difficult abstraction. Village India living in the pages of *PATHER PANCHALI*, *THE VILLAGE HAD NO WALLS*, or *MEN AND RIVERS* will have a far greater impact on most high school students than any number of textbooks or scholarly studies.

Social change, which fascinates Americans, can also be found in works of fiction. Anand's *BARBER'S TRADE UNION*, Rajan's *TOO LONG IN THE WEST*, Padmanabhan's *THE GENERATIONS*, and Abbas' *THE NEW TEMPLE* are but a few of the many excellent and sympathetic works on changing life and values in India. Urban India is readily available to young readers in *MAHANAGAR*, *AMRITA*, or *THIS TIME OF MORNING*.

The major historic epochs can be presented through fiction.

Ahmed Ali's *TWILIGHT IN DELHI* offers great insight into the decaying remnants of the Mughal Empire. The nationalist movement comes alive when we vicariously participate with *SWAMI AND FRIENDS*, with Krishnan in *THE DARK DANCER*, or Moorthy in *KANTHAPURA*. No student who reads *TRAIN TO PAKISTAN* or *A BEND IN THE GANGES* will likely forget the traumas of partition.

Even often dull exercises in geography can be more palatable when experienced through literature and art. Kalidasa's *GARLAND OF THE SEASONS*, Khushwant Singh's *I SHALL NOT HEAR THE NIGHTINGALE*, Kashmiri folk painting, and even Vedic verses dealing with nature help breathe life into the monsoons, the Himalayas, and the rivers of India.

If we seek to offer students an India that lives, where people laugh and love as well as cry, where problems abound, but also where economic strictures do not stand in the way of close families, the deep meanings of Indian culture, and the joy of being alive, the humanities would seem to be a major ally. Artistic and literary expressions from India serve the added function of challenging many of the preconceptions that both students and teachers commonly bring to the study of India. Through the humanities India can be seen more on its own terms and less as a society whose cultural components and nationhood are to be judged on some abstract value scale we carry in our Western heads. Judgments, if they are to be made at all, require preliminary investigation and extensive knowledge of the values, traditions, and systems of thought that motivate the Indian people and shape the destiny of their country.

Textbook Images of India

Bonnie R. Crown

Asian Literature Program

Council on International and Public Affairs

Textbooks are acknowledged to be the basic tool of instruction in the classroom. Publishers continue to produce the conventional textbook; schools continue to purchase this basic tool. For most students, and doubtless for most teachers, the initial passage to India will be through the textbook. American texts are designed to teach concepts and skills in one or more of the following disciplines: history, geography, sociology, economics, anthropology, and political science, the humanities playing a minor supporting role. Texts which include India are available for American students from grades one to twelve: approximately eighty are for the elementary grades and 123 for the secondary school level.

The inclusion of India—and Asia in general—is standard now in textbooks. But *what* about Asia is being taught and at what level? To answer these questions, The Asia Society undertook an extensive evaluation of over 300 social studies textbooks in use in the nation's schools grades K-12. This study was initiated by the Asian Literature Program primarily to determine what Asian primary sources might supplement existing materials or might be placed within the context of basic learning materials. Texts were focused on for another reason as well; it was my view, shared by many, that texts reflect the basic attitudes and assumptions of the wider public. An examination of textbooks would have implications, therefore, beyond the school classroom, for "textbook language" can be found in everyday speech about Asia, in news media, and in educational audio-visual and print materials.

The study, **ASIA IN AMERICAN TEXTBOOKS: AN EVALUATION***, involved over one hundred scholars of Asian

*Critical comment on the study report may be found in **FOCUS ON ASIAN STUDIES** (q. v.) (No. 38, Autumn 1976, pp. 1-4) in an essay by Norman Abramowitz of the Center for International Programs and Comparative Studies. Mr. Abramowitz takes issue with the tendency among some critics to object to expressions of value judgments in textbook descriptions of other cultures.

studies, including experienced translators from Asian languages and active teachers with an Asian specialization. Armed with a detailed questionnaire, they examined and evaluated texts for their general characteristics: the dominating discipline; topics covered; accuracy and authenticity in text and illustrations; underlying assumptions and approaches; style and tone; sexism; and the extent to which Asian primary sources were drawn upon in the texts and bibliographies.

The results of the evaluation dramatize the highly ethnocentric point of view dominating texts, and the almost total lack of Asian voice materials in presenting Asian societies. The study has, in fact, raised such serious questions that it calls for a re-examination of our primary assumptions and attitudes and of the materials selected for inclusion in texts for teaching about other societies.

Texts no longer carry such titles as **STRANGE LANDS AND STRANGE PEOPLES**. Nevertheless, the underlying attitude that regards other societies as "strange" still pervades American texts. The introduction to "A Hindu View of Life" in **PROBLEMS IN WORLD HISTORY** (Scott, Foresman, 1969, p. 69) states: "Americans living in the twentieth century have found that many people in the world do not believe as they do. Foreigners often act in ways we find bewildering. They seem to live according to completely different assumptions about the nature of man and the universe." To take this strangeness out of "foreign cultures", indeed to empathize with our neighbors around the globe, has been a desired educational goal, yet, in the textbook world, there is little to encourage an attitude that would remove the "bewilderment" with or the "strangeness" of other cultures.

Other cultures, indeed, are looked upon, even by thoughtful educators, as a source whereby we may enrich or learn more about *ourselves*. While Americans use a disproportionately large share of the world's resources and look at other cultures as a source of enrichment, there is at the same time a national belief, and a textbook reflection of that belief, that all people all over the world can reach the, now dubious, achievement of the American economic standard of living, where the quality of life is measured by quantity. In much textbook language the implication is that the American standard—and even the style—will be

achieved, presumably without the attendant problems. All peoples are considered to be on a pre-destined course of "progress," "modernization," and/or Westernization, though in the world outside textbooks serious questions are now being asked resulting in considerable soul-searching about whether bigger is better. Ogden Nash once said, "There has been lots of progress during my time, but I'm afraid it's heading in the wrong direction. Progress may have been all right once, but it went on too long"

Upon my return from a visit to China in 1974, I was asked whether I would like to live there and I responded: "As an American or a Chinese?" The difference is crucial. The relevance of the question to the world of the textbook is apparent when we realize that "we" are constantly measuring other countries with our own yardsticks (personal and public) of what the good life is, not with those of the society being measured. In using the approach of looking in from the outside through our own cultural screens, no country is presented in textbooks as more strange and bewildering to Americans than India. Yet we find that the content selected for these texts has much more to do with the concepts and skills of Western disciplines than with Indian priorities or preoccupations and Indian values and achievements. Dominating textbook topics for India are caste, change, machines, medicine, material goods, diversity, and divisiveness. These topics, as they are developed in the texts, very often reflect specifically American assumptions, and India becomes little more than an object lesson for American students. This conclusion was shared by many of the evaluators who participated in The Asia Society textbook evaluation project. In discussing the findings, additional points will be raised in this essay which go beyond some of the evaluation project's conclusions.

CLASS AND CASTE

Inevitably caste is a major topic in most textbook treatments of India. It should first be stated here that teachers using textbooks on India can question the basic information presented on caste. In reviewing the topic of caste in twenty-seven texts for the textbook evaluation project, anthropologist McKim Marriott of the University of Chicago had this to say:

I have inspected the collection of twenty-seven current text-

book treatments of caste in South Asia with distressing results. Two-thirds of the texts (18 out of 27) are filled with factual fallacies . . . and seem to me wholly devoid of social scientific value. Four-fifths of the texts seem to me definitely negative and damaging in their educational effects, setting the reader in opposition to the materials and alienating him from the subject civilization. Only nine of the texts* offer some fragments of accurate understanding along with common errors and misunderstandings, and in only five of these nine texts** could one say that positive and accurate understandings are evenly balanced with negative and erroneous information.

Marriott concluded that the only "adequate and largely correct" treatment of caste was Johnson and Johnson's *THROUGH INDIAN EYES* (Praeger, 1974), not, as its title testifies, the usual "standard" textbook described in this essay.

The typical textbook treatment of caste, riddled with inaccuracies and distortions, rarely describes the contribution of the caste system to Indian social stability and security, nor does it often present authentic Indian experiences or attitudes related to caste. Instead, in a number of texts, the purpose of including and emphasizing caste seems to be either to remind American students that Americans have no "caste" restrictions or to examine racial segregation in *this* country. *VOICES OF EMERGING NATIONS* (Leswing Press, 1971, p. 46) asks, "If the United States had a caste system, how would it change our lives? Are any people in the United States considered naturally lower or higher than others?" *THE INDIAN SUBCONTINENT* (Allyn & Bacon, 1971, p. 62) poses the question: "If you were a Brahmin could you go to a movie with a Kshatriya? Think of some Americans who started life as farmboys and became president of the United States. . . . Could this happen in India under the caste system?" The question not only encourages erroneous answers, but also says something about caste

*Those of Hauser et al (American Book); Tudisco (Field); Stavrianos (Follett); Brandwein et al (Harcourt Brace Jovanovich); Davis et al (Macmillan); Holmes (Praeger); Johnson and Johnson (Praeger); Garbarino (Rand McNally); Petrovich and Curtin (Silver Burdett).

**Stavrianos (Follett); Holmes (Praeger); Johnson and Johnson (Praeger); Garbarino (Rand McNally); Petrovich and Curtin (Silver Burdett).

in America: the farmboy can move up but, as still farmboy, his status is certainly not equal to that of the president. A case study in *INQUIRING ABOUT CULTURES* (Holt, Rinehart and Winston, 1972, p. 136) focuses on untouchability, the treatment of which more than one reader participating in the evaluation objected to for its sensationalism. The student is questioned: "What does your father do for a living? Is he a carpenter? If he is a carpenter, which children can you play with? Can you play with the children of a teacher or a barber or an airplane pilot? Can you share your lunch with them? Of course you can. But imagine a country where you could not. India is such a country."

Authors sometimes contrive stories to show the disparities of low and high caste status, often with factually ludicrous results. A story in *PEOPLE, PLACES AND CHANGE* (Holt, Rinehart and Winston, 1976) concerns a low caste man and a high caste woman who could meet only in London! Amusing, too, is the caption of an illustration used to put across a point about caste in *PEOPLE AND CULTURE* (Noble & Noble, 1974, p. 242), a relatively well-balanced text. Perhaps using the evidence of the painting only, the caption reads, "The painting below ... shows an Indian woman fainting. Can you guess from the picture whether the woman is from a high or low caste?" Actually, the "Indian fainting" is not a woman at all but the reclining, characteristically blue-hued Lord Krishna. His gopi playmates are fanning him!

Caste is often used in textbooks to reinforce American values, among them the belief that a "casteless" society is an actuality or at least a goal of a democratic country. *HOW PEOPLE LIVE IN INDIA* (Benefic Press, 1973, p. 97), a text receiving low ratings in the study for its treatment of India, states with the intention to instruct: "India is a democracy. In a democracy all men (sic) are created equal. The caste system does not fit in with the idea of a true democracy." The text thereby reminds students that in America (a textbook democracy) all men (and women?) are created equal. *THE WORLD TODAY: ITS PATTERNS AND CULTURES* (Webster McGraw-Hill, 1971, p. 60) asks students to relate "India's caste problem to our own problem of racially based inequality of opportunity," and *WORLD RELIGIONS* (Silver Burdett, 1970, p. 9), after stating that most Westerners

regard the caste system "with horror," that no orthodox Hindu can escape from it, and that life in the lower castes is "both humiliating and hard," then asks the student to "compare the caste system with racial segregation." Another text suggests one can escape from caste by political action, by voting. Translated, we have a message to students on how to bring about change in status in American society.

Not only is caste presented to reinforce the concept of equality in American life, or the desired equality in American life, it is also used to reinforce what Americans imagine self-fulfillment or self-realization to be. REGIONS OF THE WORLD (Science Research Associates, 1973, p. 173), a text with superior visuals, generally handles Hinduism and Buddhism with sensitivity, but it fails by imposing an American view of self-fulfillment or self-realization. The student is told:

However the caste system can be a barrier to self-realization For example a high-caste Hindu may spend most of his day in religious duties. In the morning, he will rise early to bathe in a stream or river. He will pray to the goddess of dawn and make an offering of food and flowers to the sun god.

Then he will go to the temple and perform religious duties. And before he knows it, his day will have vanished in a trail of incense, bells, flowers, baths, prayers, and offerings.

In this constant round of ceremonies the person may become a prisoner of rituals. *Instead of helping him reach self-fulfillment, the endless rituals will give him an excuse for not doing anything else.* (Italics added)

In another text, VOICES OF EMERGING NATIONS (Leswing Press, 1971, p. 46), the student is told, "The individual has no choice; he must accept his life. He does not try to rise to a higher position in this life. All that he can do is follow the laws of correct living." THE RECORD OF MANKIND (D.C. Heath, 1970, p. 41) reinforces the American ideal of "choice" of occupation by telling students that the caste system "retarded economic development by restricting each individual's choice of occupation and activities," and INSIDE WORLD POLITICS (Allyn & Bacon, 1974, p. 230), a secondary text, draws its own conclusions: ". . . it is not surprising to notice people's lethargy

—an inertia born of hunger and reinforced by generations of fatalistic acceptance of a system that has never yielded them much except disappointment." (Italics added.)

FREEDOM FOR EXPRESSION (Harper & Row, 1972), a text for grade six, gives a highly imaginative, though sympathetic, view of India. In doing so, however, it represents the inauthentic as authentic, a common failing of "case study" stories. Listen to this Indian boy provide an object lesson to American children. "Although we have little money in our compound, we still think that we are very wealthy. We have great love for each other and for the people of our village. The members of my family are very proud of their work. All of us in our compound know the value of each human being. Each of us knows that he is loved and honored." (p. 71) "Everyone in our compound is important . . ." "Each person's opinion is considered very important for we are all equal." (p. 75) ". . . I am very happy. I live in a land where all people are respected and where I can get a fine education." (p. 75) The provision of such an ideal image of village India can largely be interpreted as an effort to fulfill a standard text objective, that of presenting materials "conducive to good citizenship."

In contrast to most texts and closer to the Indian reality is **THE WAYS OF MAN: AN INTRODUCTION TO MANY CULTURES** (Macmillan, 1974). The text is extremely well written and has good descriptions of Indian life, perhaps benefiting from its use of an Asian specialist as a consultant. However the focus on caste is very strong (the student is told that he cannot understand India unless he understands caste) raising the question whether such concentration on caste can only reinforce the textbook world's implication that the rigidity of Indian social structure permits no social mobility in India. **PEOPLE AND CULTURES** (Rand McNally, 1975) is probably the most sensitively written text on India and closer to the "inside view" than any other among standard texts. Its teacher's edition (p. 363a) states:

The Hindu pattern of culture provides for changes. There are traditional ways of accepting new peoples and new ideas. The possibility for changes within the social system also exist. For example, there are a number of ways that village castes can improve their positions. . . . Two mistaken

notions about the villagers of India are widely accepted. One is that in order to improve living conditions villagers must take a complete break with the past. . . . The other . . . villagers are too bound by tradition to accept any changes in their style of life.

This text could be recommended for teaching for the visuals alone; they are human centered and include the variety that one actually sees in India.

"CHANGE!"

"Change"—the concept that every "modern nation" must change and change *rapidly*—is the textbook creed. The preoccupation with change is so persistent that often the word is used several times in one textbook paragraph. The message is clear: the "old" must be cast off. Ideas and materials are cast off, one notes, not recycled, again a reflection of American ways. The elementary text, *INDIA* (Scott, Foresman, 1971, p. 124), comments: "This book has often referred to India as a nation of old ways of thinking and doing things. It has also shown that modern ways are appearing more and more in the land. Perhaps you have wondered if India *can really change*." (Italics added) Textbook reading provides the further message to the young student that progress has been discouraged by Hinduism. And Hinduism is that religion that teaches that a person should accept his way of life without trying to *change* it. Moreover, India's leaders (or outsiders) have great difficulty convincing their people that changes must be made. Typical are the statements in *LEARNING TO LOOK AT OUR WORLD* (Silver Burdett, 1969, p. 113), which tell the reader, "For thousands of years it seemed that new homes in India were always the same as the old ones. The new towns were much like the old ones. People never seemed to *change* their ways of living or thinking." (Italics added) That the houses or the towns might suit the Indian life style and conditions is rarely mentioned. Throughout elementary and secondary life, the student receives through textbooks, and outside school as well, this view of unchanging India.

The underlying assumption of text writers is that India has been and is a static, unchanging society and that all change equals

improvement. The unrealistic dichotomy, tradition vs. modernity, is posed, the implication being that Western ideas, particularly American, will be the catalysts or agents of change. Indian solutions to Indian problems are envisioned only when they come from the government or from a *son* (daughters rarely exist) whose belief and training in technology and science will change his father's and his grandfather's "old ways of doing things." A GLOBAL HISTORY OF MAN (Allyn & Bacon, 1974, p. 488), typical of secondary school history texts crammed full of "facts" to be remembered and regurgitated, asks, with little understanding of the beliefs held, "How could a peasant believe that all knowledge worth possessing was in the head of a Brahmin when he saw a steamboat in the Ganges or a railroad with its striding iron horse which belched forth smoke?" Another text carries the importance of mobility, an aspect of change, to such an extreme that it asks students how we can help Asians and suggests that perhaps we can help them to fly in outerspace—an interesting perception of priorities. Or is it perhaps a subtle solution for India's population pressures—spin all India into outerspace?

Several texts suggest that the "Orient" is just awakening, the people are stirring and restless. If they learn to use the *tools of the West*, they may produce more and greatly raise their standards of living. They may also become more influential in world affairs. LIVING WORLD HISTORY (Scott, Foresman, 1974) tells secondary level students that in the twentieth century the peoples of Asia and Africa have come alive. They have adopted the nationalistic creeds, the democratic ideals, and the modern science of the West, and they have demanded freedom from imperial rule. The implication that people were not alive before their "adoption of Western ways" reveals the typical ethnocentric stance. Texts often have said that India is the world's largest democracy and that democracy is firmly established in India. This is largely based on the assumption that Western institutions can be successfully transferred to non-Western nations and will displace or modify the indigenous political institutions and traditions. As one story goes, a "poor illiterate" Indian villager promised his vote to nine candidates and so tore his ballot into nine parts and placed one piece in each ballot box. "Possibly never before has democracy had to face such difficulties," the student is told. He might also have been told that, however

illiterate he might be, the villager likely knew a great deal about his political environment, which did not include this "tool of the West," the paper ballot.

Change in dress is often used to symbolize India's commitment, or lack of it, to Western ways. **YOU AND THE WORLD** (Benefic Press, 1968, p. 298) states (incorrectly): "Nehru was as modern in his ways as any Hindu having chosen Western ways of dress and habit." (You are what you wear!) Some texts imply that Indian women's preference for saris to Western dress and village men's dress in the *old* way is "hanging on to the past," and an impediment to change. **EXPLORING REGIONS NEAR AND FAR** (Follett, 1971) reassures the student, however, by pointing out that many men wear clothes such as men wear in Europe or in our country and some Indian families, especially those who are wealthy, eat at tables as Americans do, though some continue in the "old Indian way" and do not use knives and forks (tools of the West). A correlation between wealth and the adoption of Western ways seems to be implied.

None of this tells us very much about Indians and how *they* view the world. None of this helps the student to empathize, let alone understand or grope for an understanding, of another culture, or takes the student into another time frame. None of this reflects an *Indian* concept of change.

MACHINES, MEDICINE, AND MATERIAL GOODS

Modern science, technology, and medicine can provide the means to improve the quality of life for the Indian people. (**EXPLORING WORLD CULTURES**, Ginn, 1974, p. 179)

Textbook attempts to take the student into India very often consist of "visits" to village India (where most Indians live), or the student reads an invented case study whose setting is the village and whose protagonists are usually male, women playing the minor roles. Village India is the textbook choice for demonstrating to students how Indians resist change and live static lives bound by a rigid caste system, unrelieved by modern science and technology, thus reinforcing for the student the efficacy of the American way, or desired way, of life. The textbook writer (like

the newspaper writer) invariably asks the outsider to observe how people live in windowless huts (not homes) without material possessions (modern or Western), medicine (Western), and machines (Western)—none of those things which are deemed to be part of the good life in America.

It is refreshing, then, to find in *PEOPLE AND CULTURES* (Rand McNally, 1975) a more balanced treatment of India. It is one of the few texts in which the student can come closer to India as it is today. While the student (as always) is told the cow must not be eaten and changes do not come quickly (as always), the student is also told that the people *value* traditional ways of doing things. This is the rare text in which people *live* in the villages, where there is laughter as well as tears, births as well as deaths, marriages, festivals, singing, and dancing. For once the student is informed that not all change improves life for the villager: "The oil smiths no longer have work to do. People find it cheaper to have their seeds pressed in town. . . . The tailors tell a similar story." This text has no Toothless Rams, the classic textbook villager (illiterate, sick, superstitious), nor Enlightened Rams (the educated "Western" men who *change* village life). With the mere touch of a proverb: "Treat your son as a prince until he is five, a slave until he is fifteen, and then as a friend," this text does much to humanize Indians.

Ginn and Company's *AT HOME AROUND THE WORLD* (1968), primarily an elementary geography text, also attempts to present India as rational within its own values context, though the result is rather romanticized! The muddy, filthy, smelly, windowless, illiterate, superstitious village of most texts almost vanishes. The very use of the word *home* is an innovation. In this text's village life, "People were always going and coming along the street. Shopkeepers sat at their doorways. The barber shaved men in the doorway of his shop. The metal workers shaped kettles and pans as people passed by. Friends stopped to talk with the potter as he molded jars from soft clay." (p. 162) More than farming and famine in the Indian village, there are shouts of laughter and music and singing. "The day before the mela, people decorated their houses. Mother and Rama drew pictures on the outside wall of their house. On one side of the door they drew birds with wings outstretched as if they were flying. . . . They strung marigold blossoms." (p. 181) Packed into a few sentences

is revealed the variety of activities that make up the life of an Indian village and it comes alive for students.

But what if the students then encounter at an upper grade level Silver Burdett's village India in *A WORLD VIEW* (1968)? Here they are told little more than that the average farmer is desperately poor and his tools are crude and simple. The image is the same in Macmillan's *LIVING AS WORLD NEIGHBORS* (1969). This picture, of course, is one of the realities of India, but it is one of many realities. The narrow selection of information seems to be only for the purpose of reinforcing Western faith in technology and machinery as a mark of progress and change. It is erroneous as well; for technology and machinery are very much a part of India today.

One text (*MAN THE TOOLMAKER*, Follett, 1973, p. 315) states:

Despite twenty-five years of independence and work most Indian villages are still poor. . . . In some countries of the world small areas of land produce very large crops because farmers use modern tools and scientific farm methods. In India, however, farmers still work the way their ancestors did. Because they cannot read, they find it difficult to learn new farm methods. And even if they knew about tools, they could not afford to buy them.

The student is then asked a question that can only promote his ethnocentricity: *Do you think life for the average person in India will ever be like life in the United States?* (p. 318) (Italics added) Allyn & Bacon's *THE INDIAN SUBCONTINENT* asks: "Will education help Indians to have more goods and services?" (p. 84)

Students have little opportunity in the textbook world to learn about the relative self-sufficiency of village life. It is a rare text that demonstrates the resourcefulness of the Indian use of materials at hand for building their homes, materials that do not require transportation. Few texts alert the student to the fact that the thick earth of village homes keeps out the heat. If they did, perhaps a student might be able to conclude that most homes are without windows for the same reason. A student who reads Pauline's *INDIA* (Oxford Book Company, 1971) is led to believe that Indians do not *choose* to eat with their hands! Pauline says

Indians often use a chapatti, rather than knives or forks, to scoop up the food because utensils are expensive and scarce! In no text is it suggested that Indian food may be enjoyed through smell, taste, and touch. One text does suggest Indians find eating with their hands cleaner.

FAMILIES AND SOCIAL NEEDS (Laidlaw Brothers, 1974) stresses, as do most texts, the importance of machines; however, the accumulation of material goods here becomes a "social need." INDIA: FOCUS ON CHANGE (Prentice-Hall, 1975, p. 63) discusses machines under the topic, "The Mystery of Technology": "Most Indians living in village India find machinery difficult to control or understand. Machines are a mystery.... Time and practice, of course, solve this problem." LIVING AS WORLD NEIGHBORS (Macmillan, 1969), a world geography, does not (as many texts do not) include enough on India to provide the student with much more than a few facts, but its most prominent picture—a "typical village"—places a temple, homes, and bullock cart in the background, while dominating the whole is a machine, the "American made bulldozer." This, the student is told, is being used increasingly to raise more food products!

The image of the bleakness of village life, because of what is lacking, is further reinforced when texts discuss the lack of modern medicine in India, that is, Western medicine. It is typical for texts to say that there are few medical workers in the world and that people follow the superstitions of the past more than they do the scientific knowledge of the present. Pauline's tedious treatment of India states: "...the average Indian has no understanding of disease. He believes that evil spirits cause illness and depends on prayers and charms for a cure." (pp. 108-109) INDIA: FOCUS ON CHANGE (Prentice-Hall, 1975, p. 84) is one of the few texts that acknowledges the existence of a system of medicine other than the West's, the ancient Indian Ayurvedic system: "Many Indians would frankly prefer to have an Ayurvedic guru care for their health needs completely through a program of diet, exercise, sleep and ritual. Because of the religious aspects of Ayurveda, Indians are rather sure of the quality of ingredients used in any single remedy, something that many feel isn't true in the remedies of western medicine." The text points out in an opening page, however, that "Magic potions and

amulets are more widely accepted and used than western-styled medicine."

DIVERSITY AND DIVISIVENESS

The textbook evaluation concluded that the diversity of Indian life and life-styles is rarely revealed in the textbook world. ELEVEN NATIONS (Ginn and Company, 1972), welcomed for its vivid writing, attempts this by means of a contrived technique. An innocuous "you" plays the role of a Western anthropologist in India. "You" sees a diverse India—diverse in peoples and products. "You" finds there are many ways by which people earn their livelihoods and find their pleasures: "You hear people—people talking together in their compounds, people shouting back and forth to one another, fishermen chanting as they mend their nets, women and girls laughing as they twist and weave coconut fibers to make ropes and rugs." "You" visits the Punjab, Kerala (where Christianity and a high literacy rate are linked) and "you learn it is a bountiful land." "You" visits Orissa where it is so "cheerful, so clean and industrious." But, alas, "you" wonders why things don't *change* in Orissa and "you" feels the people of Orissa show suspicion of new ways when experts *come* to India. (In the textbook world experts are government officials, the Western educated, and/or those who come from the "outside.") "You" visits the Northwest Frontier and Calcutta where "you" is asked by a Texas-educated Indian if "you" wants some food. "You" jokingly, and without sensitivity, asks for a hamburger thus embarrassing "your" vegetarian host. (Note that "your" host, educated in beef-eating Texas, has not *changed* his ways.)

While the variety of Indian life in this text is refreshing and much of the writing is engaging, the message comes clear. When "you" abandons the role of an anthropologist and "you" plays a Bengali boy or girl, the focus turns to *change*. Is India *changing*? Yes, but there are barriers! The speakers of Malayalam cannot speak Bengali, the Urdu speaker cannot speak Marathi, and if the people of Tamil Nadu had to speak Hindi they would resent it. Diversity divides. Oddly, seldom are Muslims or non-Hindus represented as part of the diversity. There is little treatment of the cause of the division between Pakistan and India in textbooks.

HOLY COW, THE SACRED COW

A fixation on the cow permeates texts, including illustrations, out of all proportion to the Indian reality. Practically every text has pictures of the wandering "sacred" cow. Seldom does a writer, after introducing the topic, make any attempt to explain the meaning of the cow in the Indian context and the regard of Indians for the benefits the cow provides. Instead, the student is left with the image of Indians starving while the cow, never slaughtered for meat, roams aimlessly eating grains that could be eaten by people. This portrayal of "cow worship" can only reinforce the image of Indians as silly, superstitious, stupid, unchanging people.

FREEDOM FOR EXPRESSION (Harper & Row, 1972), a text for grade six, tells the student that most Hindu fathers (sic) will not let their families eat meat. ("Freedom for expression" includes the right to express yourself by eating beef, right?) Again, the cow exemplifies tradition's firm hold: "The sacred cows in India illustrate the restraints of the past upon modern life." (PEOPLE IN A CHANGING WORLD, Laidlaw Brothers, 1974, p. 6) One text describes *educated* Hindus as revolted by the "unreasoning feeling for the cow." YOU AND THE WORLD (Benefic Press, 1968) informs the student that cattle serve no useful purpose. THIS IS MAN (Silver Burdett, 1972) remarks that "Many Hindus, in fact, eat no meat at all," and asks, "Does this seem strange to you?" Over and over again this image of starving people, who will not eat cows because of *religious* belief, is stressed. Why is this focused on so relentlessly and so erroneously in textbooks? Have Americans made a religion out of beef eating?

Recently THE NEW YORK TIMES carried an article on the objection of Indians to the "oxcart" portrayal of India, the overwhelming picture of a primitive, poverty-stricken country without industrialization, productivity, or exploitation of natural resources. Textbooks largely ignore these realities of the Indian scene, as they also omit or give only token treatment to the arts and literature of India (a reflection of our own priorities).

As stated at the beginning of this essay, the purpose of American school texts is the development of specific concepts and skills

of one or more disciplines and the reinforcement of "the American way of life." Materials are selected and their treatment determined by the degree of support they offer for the development of these concepts and skills, including those that will make "good Americans." Developing concepts and skills, however, should not be confused with learning about another culture. The selection is bound to distort.

A more reliable source, certainly a supplementary source, for learning about India is Indians themselves—in their writings, their drama, their cinema, their dance, their art, their religions, their philosophies. One of the greatest failings of textbooks is their omission in bibliographies of works by Indian writers which would allow students to come closer to the reality as Indians themselves perceive it. All too often, the only books listed by Indians are by Nehru and/or Gandhi. Widely available works in English and translations of Indian writers have been almost totally neglected. As Leon Clark said in a paper, "Through the Cultural Looking Glass," describing a project carried out for The Education Materials Project:

Students will read essentially western accounts...for the rest of their lives. And they will probably continue to live in the United States, absorbing American opinions and sharing American views, for which of course they already have a built-in cultural predisposition. Where will they learn to look at other cultures from an "inside" point of view if they do not learn this as part of their formal education? How can they develop empathy for alien people if they are not given the experience of being submerged in a different perspective?

Textbooks today simply do not permit the student the opportunity to be presented with a different perspective. Few even suggest that there is a different perspective, and if they do, it is seldom suggested that this perspective has validity for the people under study. What, then, are teachers to do, for they are inevitably faced with, "But what will I do on Monday morning?" It must be back to the classroom, back to the textbook. First of all, it would be wise for them to examine the textbook in use to ascertain who has authored it and who have acted as consultants. Have the authors and consultants a specifically Asian back-

ground? Current textbooks rarely reflect this specialization. Then it would be wise to examine the author's assumptions and attitudes towards Asians. What is the author's point of view? What beliefs does the *author* have? Can it be assumed that the beliefs are shared by the society under study? In brief, the texts, deficient as they may be and until replaced by better ones, can become useful tools for learning if they are put through the kinds of questions the evaluators used in examining the textbooks for ASIA IN AMERICAN TEXTBOOKS: AN EVALUATION.

II

Books

A Basic Bibliography

Brijen K. Gupta and Datta S. Kharbas

Center for Asian Studies

University of Rochester

India is the largest producer of printed material in the English language excepting the United States, and by far the greatest producer of English language material dealing with Indian studies. Most books or items of merit on Indian studies originally published in an Indian language are reproduced in English very soon after the original publication. Thus when one adds the American and the British output on Indian studies to the Indian output, one confronts an enormous amount of bibliographic material from which to choose in the construction of a resource guide.

In this list we have tried to strike a balance between Indian and non-Indian authors, as well as a balance between publications emanating from India and from elsewhere (especially the United States and Britain). We have shown due reverence to established authorities but we have also included works by younger scholars, many with a variety of new viewpoints. Where both hardcover and paperback editions are available, the cheaper edition has been chosen. Though some out of print items have been retained, we have generally tried to limit ourselves to books that are in print in India, the United States, or Britain. For books originally published outside the United States, we have usually listed the name of the American distributor-publisher because he provides the quickest and the most effective vehicle for obtaining the item.

We have included a limited number of specialized studies and monographs. Our major concern, however, has been to draw up a list for use by the nonspecialist: a school or college teacher or librarian whose expertise is not South Asian studies, an undergraduate student beginning a study of India, a nontraditional student pursuing a course of self-study, or an adult within or without the academic community who is interested in India.

HISTORY AND GEOGRAPHY

Aziz Ahmad

AN INTELLECTUAL HISTORY OF ISLAM IN INDIA

Chicago, Aldine, 1969

226 pp. \$ 5.00

In nine brief chapters the author summarizes the intellectual history of almost nine centuries of Indian Islam. The first five describe its unity and variety—the orthodox, sectarian, mystical, legal, and classical movements. The discussion of folk movements and beliefs is noteworthy. Two chapters on literature, one on the arts, and one on education complete the book. It is the author's conclusion that Hinduism and Islam coexisted in India, never achieving a synthesis.

Bridget Allchin and Raymond Allchin

**THE BIRTH OF INDIAN CIVILIZATION: INDIA AND
PAKISTAN BEFORE 500 B.C.**

Baltimore, Penguin Books (Pelican), 1968

365 pp. Out of print

An admirable general survey of the prehistoric cultures of India. The approach is both chronological (chapters 2-8) and topical (chapters 9-12). Among the topics discussed are settlement patterns, trade, agriculture, and technology. The authors emphasize the importance of regional developments in studying prehistoric India. Several plates of photographs, maps and line drawings, radio carbon dates, and a select bibliography enhance the value of the book. For college use.

Jeannine Auboyer

**DAILY LIFE IN ANCIENT INDIA, FROM
APPROXIMATELY 200 B.C. TO A.D. 700**

Translated from French by Simon Watson-Taylor

New York, Macmillan, 1965

344 pp. \$ 6.95

A fascinating, readable description of the social and humanistic aspects of ancient Indian civilization. The author skillfully uses literature, archaeological discoveries, folklore, and anecdotes to portray the social, economic, and political structure of the classical civilization of India.

W. Norman Brown

**THE UNITED STATES AND INDIA, PAKISTAN,
BANGLADESH**

Cambridge, Harvard University Press, 3rd ed., 1972

462 pp. \$ 4.95 (paper)

Written by the late doyen of Indian studies in the United States, this is an indispensable political survey of modern India. The emphasis is less on diplomatic relations between the United States and India, more on developments in India during the last one hundred years. An excellent annotated bibliography is included. For both the general audience and the specialist.

Larry Collins and Dominique Lapierre

FREEDOM AT MIDNIGHT

New York, Avon, 1976

532 pp. \$ 2.25 (paper)

A dramatic book about the eclipse of British rule and the birth of independent India. The emphasis is on the period from New Year's Day, 1947, when Lord Mountbatten was chosen to be the last Crown proconsul in India, to February, 1948, when Gandhi's ashes were dispersed in the Ganges—thirteen months of tumultuous transformation in India. The authors have added several introductory chapters to discuss politics and life in India before 1947. The portraits of Nehru, Gandhi, Jinnah, Mountbatten, and the princely life are outstanding. The book is flawed, however, by its open partisanship for Mountbatten.

George B. Cressey

**ASIA'S LANDS AND PEOPLES; A GEOGRAPHY OF
ONE-THIRD OF THE EARTH AND TWO-THIRDS
OF ITS PEOPLE**

New York, McGraw-Hill, 3rd ed., 1963

663 pp. \$ 18.00

A standard geography of Asia with one of the best introductions to the Indian subcontinent. In about 80 pages the author provides an adequate survey of the historical, economic, cultural, and physical background of India.

C. Collin Davies

AN HISTORICAL ATLAS OF THE INDIAN PENINSULA

New York, Oxford University Press, 2nd ed., 1959

94 pp., 47 maps \$ 1.95 (paper)

A convenient collection of simple black and white line maps of India showing geographical, economic, demographic, linguistic, and political aspects of India's history. Opposite each map is a substantial statement providing background information for the map user. Useful for high school and up.

Ainslie T. Embree

INDIA'S SEARCH FOR NATIONAL IDENTITY

New York, Knopf, 1971

143 pp. \$ 3.50 (paper)

This is a skillful analysis of the relationship of the pattern of British administration to the evolution of India's national identity. The author suggests that the use of Hindu values and symbols by the Indian National Congress was responsible for the growth of Islamic separatism. Besides being one of the best introductions to the study of modern South Asia, it is an excellent book for those studying nationalist movements from a comparative perspective.

Peter Hardy

THE MUSLIMS OF BRITISH INDIA

New York, Cambridge University Press, 1973

306 pp. \$ 6.95 (paper)

A detailed picture of the Muslim community of India in recent times, this book complements Embree's study (q.v.). Muslim reaction to the impact of British rule is carefully surveyed. The last chapter on India's partition is particularly good and is more balanced than Embree's presentation.

Sheikh Mohamad Ikram

MUSLIM CIVILIZATION IN INDIA

Edited by Ainslie T. Embree

New York, Columbia University Press, 1964

325 pp. \$ 13.50

It is not easy to write a history of the impact of the Muslims on the history of India (see comments under Kabir, q.v.). Dr.

Ikram has here written one of the best and most impartial surveys. He delineates carefully both the assimilative and the separatist tendencies in the Muslim encounter with India. The section on the Mughals is particularly illuminating. In the final part he concludes that Pakistan was inevitable because partial assimilation in India did not lead to a creative Indo-Muslim synthesis.

Basil Leonard Clyde Johnson

**SOUTH ASIA: SELECTIVE STUDIES OF THE ESSENTIAL
GEOGRAPHY OF INDIA, PAKISTAN, AND CEYLON**

New York, Barnes and Noble, 1971

164 pp. \$ 8.00

A matter-of-fact discussion of India's physical and economic geography. This is longer than Cressey's section (q.v.) but considerably shorter than Spate (q.v.). The main themes explored are the population explosion and food resources, internal political stability, foreign relations, and economic development. Six case studies from dissimilar agricultural environments within India provide information on the diversity within the subcontinent. The discussion of India's geopolitics is weak.

Humayun Kabir

THE INDIAN HERITAGE

New York, Asia Publishing House, 3rd ed., 1970 (1946)

164 pp. \$ 3.95 (paper)

There are two schools of thought on the nature of Hindu and Muslim interaction in India during the last thousand years. One school emphasizes the separation of society in India into two communal groups; the other emphasizes a synthesis of the values of the two communities. Dr. Kabir surveys India's history from the latter point of view and thereby articulates the secular view current in India's government circles.

Damodar Dharmanand Kosambi

**THE CULTURE AND CIVILIZATION OF ANCIENT
INDIA IN HISTORICAL OUTLINE**

London, Routledge and Kegan Paul, 1965

243 pp. £ 3.75

A striking and thought provoking study of Indian history until 500 A.D. The author, a mathematician by training, utilizes a

neo-Marxian and functionalist approach and combines history, archaeology, and anthropology to provide a first rate analysis of the formative period of India's civilization.

Ramesh Chandra Majumdar and others
AN ADVANCED HISTORY OF INDIA
New York, St. Martin's Press, 3rd ed., 1967
2 vols. 1,125 pp. \$ 19.95 set

The standard, exhaustive political and social history of India widely used in Indian colleges. The authors divide Indian history into three periods: Hindu (Ancient), Muslim (Medieval), and British (Modern), a scheme which leaves much to be desired. The book is relentlessly empirical. It underemphasizes the role of South India in the course of Indian history making it necessary to supplement this book with Nilakanta Sastri (q.v.).

Jim Masselos
NATIONALISM ON THE INDIAN SUB-CONTINENT:
AN INTRODUCTORY HISTORY
Columbia, MO, South Asia Books, 1972
227 pp. \$ 7.50 (paper)

A convenient summary of the history of Indian nationalism and the impact of British rule in India. The author's main thesis is that imperialism and imperial institutions inevitably sowed the seeds of nationalism. Communalism and other divisive forces in modern Indian history are covered. For a Marxist oriented, Indian nationalist point of view, see Bipan Chandra and others, **FREEDOM STRUGGLE** (New Delhi, National Book Trust, 1975, 228 pp., Rs. 10.50).

Mohammed Mujeeb
THE INDIAN MUSLIMS
Montreal, McGill-Queens University Press, 1967
590 pp. \$ 14.00

The author, an Indian Muslim, has portrayed the life and thought of the Muslims in India. The approach is chronological, but each period (early, middle, modern) is examined from various perspectives. The treatment of politics and politicians, poets and writers, the arts and architecture, and social life is particularly illuminating. The writer examines the subject in the

light of his clearly expressed theory that in India an Indo-Muslim synthesis took place—a view not shared by Pakistani scholars.

Jawaharlal Nehru

THE DISCOVERY OF INDIA

Edited by Robert I. Crane

Garden City, NY, Doubleday, 1960

426 pp. \$ 2.95 (paper)

Written during Nehru's last imprisonment, this is a rich and subjective interpretive essay on India's history that explains the Indian nationalist point of view. Nehru is at his best in discussing movements like Buddhism, Indo-Muslim syncretism under Akbar, and the failure of the British to extend the fruits of the Industrial Revolution. The book also marks Nehru's emergence as a leader of liberal nationalism and reflects a corresponding moderation of the socialist emphasis found in his earlier writings, **TOWARD FREEDOM** and **GLIMPSES OF WORLD HISTORY**. The Crane edition is an abridgment of the original.

K.A. Nilakanta Sastri

**A HISTORY OF SOUTH INDIA FROM PREHISTORIC
TIMES TO THE FALL OF VIJAYANAGAR**

New York, Oxford University Press, 3rd ed., 1966

554 p. \$ 4.75

This is the most objective history of India south of the Indo-Gangetic plain—a region neglected in many Indian history textbooks. It provides an authoritative introduction to the region in which India's oldest native cultures continue to subsist. While the emphasis is on social and political trends, additional attention has been given to the arts and letters. An excellent supplement to Majumdar (q.v.), Smith (q.v.), and Thapar (q.v.).

Vincent A. Smith

THE OXFORD HISTORY OF INDIA

Edited by T.G. Percival Spear

New York, Oxford University Press, 3rd ed., 1958

914 pp. \$ 7.95 (paper)

The first edition of this book originated the now standard division of textbooks on Indian history into ancient, medieval,

and modern sections. Originally written by Smith himself, this latest edition has been revised by four leading British specialists: Wheeler, Basham, Harrison, and Spear. Except for the pre-history section by Wheeler and the modern section by Spear, there is very little revision of the original text. The section by Spear is by far the most outstanding in the volume. The whole effort is comparable to Majumdar (q.v.).

Oskar H.K. Spate and Andrew T.A. Learmonth
**INDIA AND PAKISTAN: A GENERAL AND
REGIONAL GEOGRAPHY**

London, Methuen, 3rd rev. ed., 1972

878 pp. £ 12.00

This volume constitutes the most complete geographical treatment of South Asia including Sri Lanka. Written in superlative prose, the work is broadly conceived and full of rich illustrative anecdotes. Maps and diagrams abound. The Land, The People, and The Economy make up the first three parts of the book and these are particularly recommended to the general reader. Part four, The Face of the Land, covers the individual regions of the subcontinent and, though packed with an abundance of useful material, is likely to be too detailed and technical for the purposes of most nonspecialists. In the recent past the publisher divided the book into two paperback volumes, **INDIA AND PAKISTAN: LAND, PEOPLE AND ECONOMY** and **INDIA, PAKISTAN AND CEYLON: THE REGIONS**, and distributed them through Barnes and Noble in the United States. These volumes, however, are now out of print leaving only the single hardback volume currently available.

Thomas George Percival Spear
INDIA: A MODERN HISTORY

Ann Arbor, University of Michigan Press, rev. and enl., 1972

540 pp. \$ 10.00

The aim of this book is to portray the modern transformation of India under the impact of Western imperialism. The first two parts of the book deal with India before the advent of the British and contain a masterful summary of developments over a period of 4,000 years. The chapters describing the modern transformation are interpretive and avoid the chronological details found

in Smith (q.v.). Chapters on the prime ministership of Nehru and his successors, Shastri and Gandhi, are balanced and sympathetic.

Thomas George Percival Spear

INDIA, PAKISTAN AND THE WEST

New York, Oxford University Press, 4th ed., 1967 (1952)

186 pp. \$ 3.50 (paper)

A short interpretation of the course of Indian history written from the point of view of a European liberal. Extremely readable and informative, and a useful corrective to the nationalist point of view expressed by Humayun Kabir (q.v.).

Romila Thapar and Thomas George Percival Spear

A HISTORY OF INDIA

New York, Penguin (Pelican), 2 vols.

Vol. 1: Thapar, 1966, 381 pp., \$ 3.50 (paper)

Vol. 2: Spear, 1973 (1965), 284 pp., \$ 3.95 (paper)

These two volumes taken together with the volume by the Allchins (q.v.) constitute a solid survey of the history of India. The first volume, by Romila Thapar, takes the story to the advent of the Mughals. Her analysis of ancient and medieval Indian history emphasizes economic rather than religious factors, an interesting departure from the traditional approach to writing Indian history. In the second volume Spear, too, breaks away from tradition in treating the Mughal and the British periods, not as separate periods, but as part of the same continuum.

RELIGION, PHILOSOPHY, CULTURE

Tor Andrae

MOHAMMED: THE MAN AND HIS FAITH

New York, Harper and Row, 1960 (1936)

194 pp. \$ 1.95 (paper)

An excellent study of the Prophet Mohammed—his biography, personality, and psychology—and of his teachings set in a historical framework. The book is for college level readers. Its concluding chapter, "Mohammed's Personality," summarizes the principal scholarly views of the last two centuries and presents the author's personal views which include a Christian theological bent.

John Clark Archer

**THE SIKHS IN RELATION TO HINDUS, MOSLEMS,
CHRISTIANS AND AHMADIYYAS: A STUDY IN
COMPARATIVE RELIGION**

New York, Russell & Russell, 1971 (1946)

353 pp. \$ 16.00

A thorough, simply written book on the religion of the Sikhs in historical perspective. It explains the major teachings of Guru Nanak and his followers with appropriate comparison to those of other Indian religions. The first two chapters vividly recall the life of the Sikhs in contemporary northern India. The final chapter examines the Sikhs' prospective role in Indian reconstruction.

Arthur Llewellyn Basham

**THE WONDER THAT WAS INDIA: A SURVEY OF THE
HISTORY AND CULTURE OF THE INDIAN SUB-
CONTINENT BEFORE THE COMING OF THE MUSLIMS**

New York, Taplinger, 1968

568 pp. \$ 13.50

Paper edition: New York, Grove Press, 1959. \$ 6.95

Perhaps the most comprehensive and scholarly survey of pre-Muslim India. Written in brilliant prose by one of the foremost authorities on ancient India and designed primarily for readers with little or no background in Indian history, the book is used widely in schools and colleges. The approach is topical: history, political life and thought, religion and philosophy, everyday life, language and literature, the arts, social order, and India's contributions to the sciences and technology. Over 200 plates and illustrations and a topical bibliography add substantially to the book's value. A minor classic which should be acquired by everyone interested in India.

Haridas Bhattacharyya and others, eds.

THE CULTURAL HERITAGE OF INDIA

Hollywood, CA, Vedanta Press, 2nd ed., rev. & enl., 4 vols.

Vol. 3: THE PHILOSOPHIES, 1953. 720 pp. \$ 15.00

Vol. 4: THE RELIGIONS, 1956. 776 pp. \$ 15.00

The four-volume set, comprising over one hundred articles and written by various Indian scholars of impeccable credentials,

covers the entire field of Indian culture. While lacking the internal structure of an encyclopedia and suffering from the absence of both glossary and index, this work is nevertheless truly comprehensive. Volumes three and four contain articles on the philosophical and religious aspect of Indian culture. Discussions of saints and mystics, pilgrimages, festivals, obscure and non-Indian movements make these two volumes indispensable for a library.

Peter L. Brent

GODMEN OF INDIA

New York, Quadrangle, 1972

346 pp. \$ 10.00

Next to taking a personal guided tour of Indian ashrams, possibly the best thing is to read Brent. He recounts his stay in India and his visit to a number of religious masters (gurus) and their disciples. The reader comes to feel that he too has personal acquaintance with the guru. The final chapter evaluates the guru phenomenon in terms of Western religious values and modern psychoanalysis. An exceptional and sympathetic work which complements the more technical text-oriented treatments.

Edwin A. Burtt, ed.

THE TEACHINGS OF THE COMPASSIONATE BUDDHA

New York, New American Library, 1955

247 pp. \$ 1.25 (paper)

A fine first book to be read on the Buddha and his system. The selection from Buddhist texts emphasizes the fundamentals of the religion, and not the major aspects of Buddhist scholastic philosophy. A short introductory essay describes the essentials of the Buddha's life and his message. Good for both high school and college students.

Bernard S. Cohn

**INDIA: THE SOCIAL ANTHROPOLOGY
OF A CIVILIZATION**

Englewood Cliffs, N.J., Prentice-Hall, 1971

164 pp. \$ 3.95 (paper)

This book represents a combination of historical and anthropological approaches to the study of Indian society and culture. Cohn is at his best in discussing periods of social and political

transition. Excellent passages deal with the problem of land tenure under the Mughals and the British, town and village differences, the presence of traditional as well as modern elements in urban behavior, and the British and Indian views of nationhood. The author has tried, however, to compress too much in too short a space. Filled with exceptionally interesting insights, the book is particularly useful to students with previous knowledge of Indian civilization.

Edward Conze

BUDDHISM: ITS ESSENCE AND DEVELOPMENT

New York, Harper and Row, 1965 (1951)

212 pp. \$ 2.50 (paper)

A popular and reliable introduction by one of the most respected scholars in the field. The author traces the major doctrinal developments in Buddhism from its inception to the Tantric period. The opening forty pages are especially helpful for the general reader because in them the author places Buddhism within the context of world religions, and he specifically addresses such usually disregarded questions as "Is Buddhism atheistic?" The work concludes with a handy seven-page chronological chart of major dates and events in Buddhist history. Though complex for the beginner, it can be read profitably after Rahula (q.v.) and Robinson (q.v.).

Kenneth Cragg

THE HOUSE OF ISLAM

Encino, CA, Dickenson Publishing Company, 2nd ed., 1975

145 pp. \$ 4.95 (paper)

A short book, beautifully written, and one of eight in a series on world religions. The emphasis is on those general teachings of the Prophet Muhammad which are widely shared by Muslims the world over. After a short chapter on the life of the Prophet, Cragg pays particular attention to the authority of the Koran, the concepts of Islamic law and theology, the communal brotherhood of Islam, and the changes that have been introduced in Islam over time. An excellent glossary and bibliography are included.

William Theodore de Bary, ed.

SOURCES OF INDIAN TRADITION

Compiled by William Theodore de Bary and others.

New York, Columbia University Press, 1964 (1958), 2 vols.

Vol. 1: 535 pp. \$ 4.50 (paper)

Vol. 2: 384 pp. \$ 3.50 (paper)

India's intellectual tradition from the RIG VEDA to the Nehru era is represented almost in its entirety in this standard and widely recommended work. The content consists mainly of translations of Indian language materials into English, with each section prefaced by an authoritative essay. The selections are judicious and seldom longer than a few pages. The reader should be aware that in emphasizing the literate and the Great Tradition, the book largely omits the day-to-day living traditions of India. The picture of the quality of Indian life is thus not seen whole.

Eliot Deutsch, ed.

THE BHAGAVAD GITA

New York, Holt, Rinehart and Winston, 1968

192 pp. \$ 4.50 (paper)

A scholarly, readable translation of India's most important religious text. Deutsch has written a marvellous introductory essay about the importance of the book and its central characters, Krishna and Arjuna. A concluding chapter in four parts examines the principal message of the GĪTĀ. The total effect, therefore, is to present the message of the GĪTĀ clearly and accurately.

Mircea Eliade

YOGA: IMMORTALITY AND FREEDOM

Translated from French by Willard R. Trask

Princeton, Princeton University Press, 2nd ed., 1970 (1954)

536 pp. \$ 4.45 (paper)

Probably the most comprehensive and scholarly study of yoga in all its aspects. The author knows the subject both from having studied in India and from his personal practice of yoga. Both the classical tradition as represented in Patanjali's YOGA SŪTRAS and the less exalted, almost decadent, yogic practices in Tantricism are examined carefully. A brilliant chapter discusses the connection between yoga and alchemy, and a final chapter

deals with yoga's relationship to aboriginal and primitive practices such as those in shamanism. Only for the serious and advanced student.

Charles Eliot

HINDUISM AND BUDDHISM: AN HISTORICAL SKETCH

Boston, Routledge and Kegan Paul, 1968 (1921)

3 vols. \$ 49.50 set

This is the standard comprehensive history of Hinduism, Buddhism, and other native Indian religious movements. Though written in the early part of this century, no other book equals its authority. Books one and seven are particularly helpful because they deal with the topics of morality and will, church and state, intercultural religious influences between India and the West, topics that are usually absent from standard historical monographs. The survey is strong equally on classical and popular aspects of Indian religions. An excellent reference source.

Robert S. Ellwood, Jr.

**RELIGIOUS AND SPIRITUAL GROUPS IN
MODERN AMERICA**

Englewood Cliffs, NJ, Prentice Hall, 1973

334 pp. \$ 5.95 (paper)

This book is a detailed survey of non-Judeo-Christian religious movements that have entered the United States in the last half century. Chapters seven and eight of the book contain much information about the influence of Maharishi Mahesh Yogi, Swami Sivananda, the International Society for Krishna Consciousness (Hare Krishna people), the Sai Baba, and Meher Baba movements. For a less sophisticated treatment of the influence of Indian religious groups in America, one may read Marvin Henry Harper's **GURUS, SWAMIS AND AVATARS** (Philadelphia, Westminster Press, 1972).

Mysore Hiriyanna

OUTLINES OF INDIAN PHILOSOPHY

Mystic, CT, Lawrence Verry, 1973 (1932)

519 pp. \$ 8.50 (paper)

A college level text for students of religion and philosophy. Though the scope of the volume is limited to Vedic, early post-

Vedic, and early systems culminating in the philosophy of Ramanuja, all the principal Indian philosophical doctrines are clearly delineated. Unfortunately the author, an eminent Indian philosopher, has omitted any discussion of the Tantric developments.

Thomas Hopkins

THE HINDU RELIGIOUS TRADITION

Encinco, CA, Dickenson Publishing Company, 1971

156 pp. \$ 4.95 (paper)

A short general introduction to Hinduism, one of eight in a fine series on world religions. All major aspects of the Hindu tradition are placed in their cultural and historical contexts. Similarities and differences of Hindu and non-Hindu traditions of India are explained briefly and clearly. The book, combining both the textual and living aspects of the Hindu tradition, is possibly the best small volume treatment of Hinduism for college level readers. Some prior grounding in the subject will be helpful due to the compact nature of the study.

John M. Koller

ORIENTAL PHILOSOPHIES

New York, Scribner, 1970

303 pp. \$ 3.75 (paper)

A survey of the major religious and philosophical traditions of India and China; two-thirds of the book is devoted to Hinduism and Buddhism. The emphasis is on certain fundamental and characteristic problems in philosophy as they are considered in the Oriental traditions. The section on Buddhism is, on the whole, better than that on Hinduism. Recommended for advanced students.

Richard Lannoy

**THE SPEAKING TREE: A STUDY OF INDIAN
CULTURE AND SOCIETY**

New York, Oxford University Press, 1974 (1971)

494 pp. \$ 4.95 (paper)

A magnificent book which explores the course of Indian civilization. The approach is thoroughly interdisciplinary; Lannoy uses information provided by art historians, philosophers, anthropologists, neo-Freudians, and neo-Jungians to explore India's capacity for creativity and for absorbing foreign in-

fluences. The author argues that unless and until an internal transformation of traditional thought takes place, India will not be able to emerge as a modern nation. The spirit of contemporary modernity, he says, is antithetical to India's basic impulses.

Robert A. McDermott and V.S. Naravane, eds.
**THE SPIRIT OF MODERN INDIA: WRITINGS IN
PHILOSOPHY, RELIGION AND CULTURE**

New York, Thomas Y. Crowell, 1974
313 pp. \$ 6.95

A collection of principal writings of the leaders of the Indian renaissance from 1820 to 1947. Among those represented are Rammohun Roy, Tagore, Gandhi, and Ramakrishna. Selections are organized under topical headings such as education, national consciousness, aesthetics, spiritual discipline, and karma-yoga. Historical background to the selections is provided by editorial notes, chronological tables, and a good bibliography.

Radhakamal Mukherjee
LORD OF THE AUTUMN MOONS

New York, Asia Publishing House, 1957
168 pp. \$ 3.50

A fine short book dealing with Lord Krishna, the last incarnation of the Creator. The first part of the book is an explanation of selected portions of the ŚRĪMAD BHĀGAVATAM which constitute the second half of the book. The exceptional value of this book lies in providing a sane and profound insight into the role of eroticism in Hinduism and the widely pervasive bhakti (devotional) movement in India. A stimulating and provocative evocation of the Krishna tradition of devotion.

John B. Noss
MAN'S RELIGIONS

New York, Macmillan, 5th ed., 1974 (1949)
589 pp. \$ 13.95

A standard, widely used college text on world religions, this book has chapters on Hinduism, Buddhism, Jainism, Sikhism, and Islam. Each religious tradition has been sketched chronologically and doctrinal and belief patterns have been delineated clearly. There are pertinent and judicious references and excerpts from the scriptures of all major religions. Each chapter has a suggested

list for further reading containing approximately a dozen items. This book can be used profitably in high schools as well as in college work.

Sarvepalli Radhakrishnan and Charles A. Moore, eds.

A SOURCEBOOK IN INDIAN PHILOSOPHY

Princeton, NJ, Princeton University Press, 1957

683 pp. \$ 4.95 (paper)

This anthology succeeds well in fulfilling its two stated aims: supplying Western readers with basic source material on Indian philosophy in convenient and usable form, and presenting material on all major philosophical systems and perspectives of India. Selections from the Vedas, Upanishads, GĪTĀ, MAHĀBHĀRATA, MANU SMṚITI, ARTHA SĀSTRA, and CĀRVĀKAS, Jainism, Buddhism, the six principal schools, Shankara, Ramanuja, Aurobindo, and Radhakrishnan have been included. Not all translations are original. The translation of the GĪTĀ is exceptionally good. For college courses.

Walpole Rahula

WHAT THE BUDDHA TAUGHT

New York, Grove, rev. ed., 1974 (1967)

151 pp. \$ 2.95 (paper)

This is the best available explanation of the basic teachings of early Buddhism, much more extensive than is to be found in Burt (q.v.) and much less philosophical than Conze (q.v.). Nowhere are such difficult to understand doctrines as *Anatta* (no-soul) made so clear. Explanations are illustrated with lengthy quotations from Buddhist scriptures. Secondary school as well as college students can read this book with profit.

Richard H. Robinson

THE BUDDHIST RELIGION: A

HISTORICAL INTRODUCTION

Encino, CA, Dickenson Publishing Company, 1970

136 pp. \$ 4.95 (paper)

A short book of great beauty intended for the general reader, and one of eight in a series on world religions. This work includes personal interpretations of various aspects of Buddhism by one of America's foremost Buddhist scholars. Following an initial

chapter that describes the present religious scene in scattered Buddhist countries, there is a traditional presentation of Buddhism: the life and teachings of Gautama, the development of Indian Buddhism, and a chapter on developments outside India. This book is more readable but also less sophisticated than Conze (q.v.).

Khushwant Singh, tr.

HYMNS OF GURU NANAK

New Delhi, Orient Longmans, 1969

192 pp. Rs. 21.00

A representative selection of the hymns written and sung by the founder of the Sikh religion. The arrangement is according to the ragas (melodies) in which the hymns were sung. Some hymns have been translated in full, others only in part. But in the case of the latter, Khushwant Singh has given prose synopses so that the reader does not miss the continuity.

Huston Smith

THE RELIGIONS OF MAN

New York, Harper and Row, 1965 (1958)

328 pp. \$ 1.75 (paper)

A lucid and fast moving account of major religions of the world. The focus of the work is almost exclusively on doctrinal developments. Social aspects of religions are excluded. Smith's emphases are rather selective; for instance, the chapter on Hinduism is totally Vedantic in tone and the chapter on Confucianism neglects all neo-Confucian developments. Still, it is perhaps the best short book on world religions.

Murray T. Titus

ISLAM IN INDIA AND PAKISTAN

Columbia, MO, South Asia Books, rev. ed., 1959 (1930)

328 pp. \$ 6.50

This advanced book is a study in depth of the Islamic encounter with India from the eighth to the twentieth centuries. While the treatment is critical of the Arab conquest of India and there is much discussion of Muslim intolerance towards Hindus, the book effectively describes the establishment and growth of Muslim sectarian movements in India. The discussion of Muslim festivals is particularly informative. A rather demanding book.

Ernest Wood

YOGA

New York, Penguin (Pelican), 1970 (1962)

271 pp. \$ 1.75 (paper)

A simple, yet thorough, introduction to the practical and theoretical aspects of traditional Hindu Yoga, this book is more readable than the authoritative volume by Eliade (q.v.).

Heinrich Zimmer

**MYTHS AND SYMBOLS IN INDIAN ART
AND CIVILIZATION**

Edited by Joseph Campbell

Princeton, NJ, Princeton University Press, 1971 (1946)

248 pp. \$ 3.95 (paper)

A posthumous editing of lectures by Professor Zimmer, an authority on Indian religious art, tracing the connection between Indian art and the myths, symbols, and world-views on which it is based. It is especially valuable for showing the importance of the gods Vishnu and Shiva and the post-Vedic Puranic tradition in the formation of Indian culture. A suggestive book which should be read by all those interested in looking at India from a humanistic point of view.

THE SOCIETY

Lawrence A. Babb

**THE DIVINE HIERARCHY : POPULAR HINDUISM IN
CENTRAL INDIA**

New York, Columbia University Press, 1975

266 pp. \$ 10.00

A comprehensive structural analysis of the whole of Hindu life. The pantheon, rituals, devotional practices, and concepts of space and time as reflected in the ordinary Hindu's life cycle, social calendar, and day to day activities are described in simple terms and are intelligibly related with integrated data. A useful work for nonspecialists.

Alan R. Beals

GOPALPUR : A SOUTH INDIAN VILLAGE

New York, Holt, Rinehart and Winston, 1962

100 pp. \$ 2.75 (paper)

A short, lively, monographic study of a small South Indian

village that includes kinship ties, religion, caste association, and day to day activities, as well as childhood and factional descriptions. Contrasts with neighboring villages are also indicated. The book was prepared by a noted anthropologist for beginning students of Indian studies.

André Bételle

**CASTE, CLASS AND POWER : CHANGING PATTERNS
OF STRATIFICATION IN A TANJORE VILLAGE**

Berkeley, University of California Press, 1965

238 pp. \$ 3.85 (paper)

A pioneering and detailed study of a South Indian village written from a Marxian and Weberian point of view by an Indian sociologist. The author postulates that power, prestige, and wealth have become detached from caste status in recent years and concludes that, as a result of rapid economic change, caste stratification will be seriously damaged leading to a new and mobile balance among castes.

G. Morris Carstairs

**THE TWICE BORN : A STUDY OF A COMMUNITY OF
HIGH CASTE HINDUS**

Bloomington, Indiana University Press, 1957

343 pp. \$ 3.95 (paper)

An extremely interesting, controversial study of Hindu personality development and group character formation in a Rajasthan community by a psychiatrist who spent his boyhood in India and who practised medicine in northern India for two years. Carstairs bases his study on the life histories of thirty-seven male members of "twice born" (brahman, Rajput, and vaishya) castes, utilizing Freudian and post-Freudian psychiatric theories and psychological tests.

Louis Dumont

**HOMO HIERARCHICUS : THE CASTE SYSTEM AND
ITS IMPLICATIONS**

Translated from French by Mark Sainsbury

Chicago, University of Chicago Press, 1974 (1970)

386 pp. \$ 4.95 (paper)

The author, in the intellectual line of Durkheim, Evans-Pritchard, and Weber, compares the hierarchical caste system of India to the egalitarian system of the West. Dumont investi-

gates the origin and development of the caste system and opines that its basis is a concept of purity and pollution, which in turn leads to hierarchy. A fine study but tough going, and it may be misleading for those unfamiliar with the literature of the field. For the specialist.

Ronald B. Inden

**MARRIAGE AND RANK IN BENGALI CULTURE :
A HISTORY OF CASTE AND CLAN IN MIDDLE-
PERIOD BENGAL**

Berkeley, University of California Press, 1976

171 pp. \$ 10.00

An account, based on family histories in the Dacca University Library, of marriage and clan rank in the top level of Bengal society between 1500 and 1850. It is a highly original analysis of Indian society in Indian terms that will significantly alter the thinking of the non-Indian reader about India. It is also a radical break with the Western tradition of social science analysis in favor of Indian cultural understandings of caste, clan, and family. For specialists.

Harold R. Isaacs

INDIA'S EX-UNTOUCHABLES

New York, Harper and Row, 1973 (1965)

188 pp. \$ 2.95 (paper)

Though not as thoroughly empirical as Patwardhan's study (q.v.), this is a very well written account of India's lowest castes and the impact of political legislation and social change upon them in urban India. Isaacs points out that some progress is being made because the motivation to become teachers and government employees is strong among urban untouchables. However, since most untouchables live in India's villages, their overall progress has been nominal. Even in urban India, the ex-untouchable's status is one of semi-limbo. An evocative study.

Devaki Jain, ed.

INDIAN WOMEN

Thompson, CT, InterCulture Associates, 1975

312pp. \$ 3.75 (paper)

This is a collection of twenty-two essays by both men and women, scholars, and journalists. The first six essays are historical

and describe the variety of experiences women of India had in the past. Another five essays examine the current patterns in the life of Indian women. The second half of the book is devoted to studies of women in different regions, of varied religious backgrounds, and of three professions — nursing, monastic life, and prostitution.

David G. Mandelbaum
SOCIETY IN INDIA

Berkeley, University of California Press, 1970. 2 vols.

Vol. 1 : CONTINUITY AND CHANGE. 400 pp. \$ 3.25 (paper)

Vol. 2 : CHANGE AND CONTINUITY. 400 pp. \$ 3.25 (paper)

An excellent, reliable, and comprehensive summary and synthesis of existing scholarship on Indian society that examines its principal elements, especially the individual, his family, the caste system, and village life. The author also identifies the bases and patterns of acceptable social mobility and change in the seemingly static social institutions of India. A comprehensive bibliography enhances the book's usefulness to students of Indian society.

Philip Mason, ed.

INDIA AND CEYLON : UNITY AND DIVERSITY : A SYMPOSIUM

New York, Oxford University Press, 1967

320 pp. \$ 4.00 (paper)

The book examines five areas of diversity in India : religion, language, tribes, castes, and education. Among the more useful essays are those dealing with the position of Muslims (Spear), the backward classes (Betéille), the Gandhian and post-Gandhian view of caste (Dalton), and Indian elites (Bottomore). Almost all the authors feel that caste remains an important factor but that its role in politics and in rituals has been declining markedly.

Prafulla Mohanti

MY VILLAGE, MY LIFE : PORTRAIT OF AN INDIAN VILLAGE

New York, Praeger, 1974

230 pp. \$ 7.95

An Indian, domiciled in England but constantly pulled back to his village in India, describes simply various aspects of life in

his village. The joint family, festivals, caste, the economic system, foods, religion, women, education, the cow are all included. Village India comes alive through the author's technique of letting each villager speak for himself. Insight into the difficult concepts of dharma, karma, the economic interdependence of caste, and much else will come easier after reading this book. Excellent for new-comers to Indian studies.

Sunanda Patwardhan

**CHANGE AMONG INDIA'S HARIJANS :
MAHARASHTRA — A CASE STUDY**

Columbia, MO, South Asia Books, 1973

239 pp. \$ 8.00

This readable study provides an historical account of the movement in India, especially during the nineteenth and the twentieth centuries, for the liberation of Harijans from the stigmas of untouchability. Combined with this historical account is a sociological field study designed to determine and understand the nature of change that has taken place among five untouchable castes in the state of Maharashtra. The author describes the hierarchy based on ritual status within the untouchable castes. She shows that the poorer an economic area the more emphasis is placed on social stratification, but that economic and educational progress, especially in industrial-urban areas, is weakening caste organization. She concludes that all Harijans are rising as a group due to the special privileges now guaranteed to them.

Manisha Roy

BENGALI WOMEN

Chicago, University of Chicago Press, 1976

206 pp. \$ 9.95

Through case study accounts of the lives of upper and middle class Hindu women in Calcutta, the author examines the psychological adjustments required of women in Indian joint families. The women describe their childhoods, marriages, lives as mothers, and old age. The author concludes that a woman's life as a wife is full of frustrations, but that as a young girl and as an elderly mother, she receives partial and indirect compensations and satisfactions. A sensitive, empirical study.

Amrik Singh and Philip G. Altbach, eds.
THE HIGHER LEARNING IN INDIA
New York, International Publications Service, 1974
451 pp. \$ 15.00

The book deals with the structure, governance, financial and socio-economic aspects, students, teachers, the language problem, the examination system, the position of women, and the role of science in higher education in India. Within this comprehensive volume to which many experts have contributed, a strong essay by Edward Shils lays bare the ineffectiveness of much of Indian higher education. For the specialist.

Mysore N. Srinivas
SOCIAL CHANGE IN MODERN INDIA
Berkeley, University of California Press, 1966
163 pp. \$ 2.85 (paper)

According to Srinivas, a well known Indian anthropologist, three processes of social change are active in modern India. These are Sanskritization (the effort to integrate into higher castes through acceptance of higher ritual forms), Westernization, and secularization. Srinivas examines caste mobility in relation to these forces and concludes that Sanskritization has not led to structural changes, but Westernization has wrought major changes.

In **REMEMBERED VILLAGE** (Berkeley, University of California Press, 1976, 400 pp., \$14.00) the author fully describes Ram-pura, the southern village that has become so familiar to anthropologists from the writings. The book provides readers an authentic and unusually interesting view of village life as it exists in India.

Sylvia J. Vatik
**KINSHIP AND URBANIZATION : WHITE-COLLAR
MIGRANTS IN NORTH INDIA**
Berkeley, University of California Press, 1973
219 pp. \$ 11.75

An outstanding book on the kinship functioning of large extended families in an urban setting that challenges the commonly held assumption that urbanization weakens kinship ties and that reduced family connections lead to increased neighborhood activity by city dwellers for social well being. The author

compares urban and rural norms and patterns of behavior and shows that joint families do not disintegrate when persons migrate to cities and that urban residents still maintain their village nexus. A readable account with anecdotes outweighing the tables.

Pravin Visaria and Anirudh K. Jain

INDIA

New York, The Population Council, 1976

Distributed by Key Book Service, Bridgeport, CT

56 pp. \$ 2.50 (paper)

A succinct profile of India's population problem written by a World Bank demographer and a Population Council biomedical specialist. After a careful analysis of population characteristics, the authors discuss the effect of population growth on India's socio-economic development; population and family planning policies of the government and of private employers; and the recent efforts to legislate compulsory sterilization in order to achieve a birth rate of 2.5 percent by 1984.

William Wiser and Charlotte Wiser

BEHIND MUD WALLS, 1930-1960 : WITH A SEQUEL:
THE VILLAGE IN 1970

Berkeley, University of California Press, rev. ed., 1972

287 pp. \$ 2.85 (paper)

A little classic, this book describes the life of a North Indian village in which the Wisers lived for several years. The authors write movingly of the quality of Indian village life as well as of the capacity of the villagers to accept some modern advances. The concluding SEQUEL was written by Mrs. Wiser who visited the village alone after her husband's death. A warm human document.

GOVERNMENT AND POLITICS

Rama Nand Aggarwala

NATIONAL MOVEMENT AND CONSTITUTIONAL
DEVELOPMENT OF INDIA

New York, International Publications Service, 8th ed., 1973

556 pp. \$ 6.00 (paper)

This book is an old-fashioned but widely used college text

in India. The author meticulously traces the history of Indian nationalism since 1858 and corresponding institutional and political changes. Half of the book describes developments before 1947. Part five analyzes the Constitution of India. The development of political parties, judicial and public administration, and the fiscal structure of local, state, and federal governments are discussed topically.

Angadipuram Appadorai

**INDIAN POLITICAL THINKING IN THE TWENTIETH
CENTURY : FROM NAOROJI TO NEHRU**

New York, Oxford University Press, 1971

216 pp. \$ 2.00 (paper)

A brief study of various aspects of Indian political thought in the present century. Topics include : the Indian concept of imperialism; the need for self-government; political methods; the relationship between the individual, society, and the state; concepts of democracy, freedom, and equality; religion and secularism; internationalism and nationalism. A three-page assessment, "Lacunae in Political Thought in India," is quite perceptive. For college students.

Granville Austin

**THE INDIAN CONSTITUTION : CORNERSTONE OF A
NATION**

New York, Oxford University Press, 1972 (1966)

390 pp. \$ 4.75 (paper)

A political history describing how the Constitution of India was framed between 1946 and 1949. The author has investigated the interplay of ideals and personalities, past constitutional practices in British India and future aspirations, and the economic and social presumptions implicit in the document. The discussion of the Constitution's Directive Principles is extremely lucid.

Krishan Bhatia

INDIRA : A BIOGRAPHY OF PRIME MINISTER GANDHI

New York, Praeger, 1974

290 pp. \$ 10.00

A biography of India's recently retired prime minister by a distinguished journalist. The book's strength lies in unraveling the political intrigues that preceded Indira Gandhi's rise to

power. The section dealing with the Congress Party split in 1969 is particularly informative. Bhatia criticizes Mrs. Gandhi's style of exercising political power and discusses the major political scandals that erupted during her prime ministership up to 1974. An equally competent biography is Zareer Masani's *INDIRA GANDHI : A BIOGRAPHY* (New York, Thomas Y. Crowell, 1976. 341 pp. \$ 10.95).

Joan V. Bondurant

CONQUEST OF VIOLENCE : THE GANDHIAN PHILOSOPHY OF CONFLICT

Berkeley, University of California Press, rev. ed., 1965
271 pp. \$ 2.45 (paper)

A definitive study of the Indian method of conflict resolution. After defining "satyagraha," the author examines five Gandhian campaigns in India. She discusses the roots of satyagraha in Hindu tradition and the innovations introduced by the Mahatma. Finally she presents the Gandhian political philosophy as an integrated political system, compares the Gandhian dialectic to the Hegelian and Marxist systems, and examines the relevance of satyagraha to the contemporary political scene.

Paul R. Brass and Marcus F. Franda, eds.

RADICAL POLITICS IN SOUTH ASIA

Cambridge, MA, The MIT Press, 1973
449 pp. \$ 19.95

A comparative study of socialist and communist parties in six regions of India, Bangladesh, and Ceylon that finally lays to rest the bogey of Moscow's continuous meddling in the affairs of Indian communist parties. The thesis of the book is that the tactics of radical parties in South Asia change as a result of factional, ideological, and personal disputes, and that external pressures, whether from Russia or elsewhere, have very little to do with the development of radical politics in contemporary India.

Michael Brecher

NEHRU : A POLITICAL BIOGRAPHY

Boston, Beacon Press, abr. ed., 1962
267 pp. \$ 2.95 (paper)

An exhaustive examination of Nehru's life and political

philosophy. Two perceptive chapters, "Portrait of the Man" and "Portrait of a Leader", at the beginning and at the end of the life history enhance the value of the book. This study is not only an account of Nehru but also a careful analysis of the growth of nationalism in India since 1885 (Nehru was born in 1889). The chapters recounting the events leading to India's partition are superb. The abridged edition, which is recommended, can be read at the secondary as well as college level.

Asok K. Chanda

INDIAN ADMINISTRATION

London, Allen & Unwin, 1967 (1958)

274 pp. £ 2.00 (paper)

A superb commentary on the Indian administrative system. The author, a retired civil servant, provides an excellent guide to the organization and development of the Indian central government from its British origins. He describes in detail the proliferation of the bureaucracy, especially through the growth of quasi-public corporations, as India moved steadily to a social welfare state. Throughout the book he discusses improvements and reforms necessary for the efficient working of the bureaucracy.

Sankar Ghose

SOCIALISM AND COMMUNISM IN INDIA

Columbia, MO, South Asia Books, 1971

468 pp. \$ 7.50

An excellent and successful effort to trace and analyze the various strands of socialism (including communism) in India set against the country's prevailing social and economic background. The strains of socialism in the thought of Gandhi, Nehru, and M.N. Roy are examined with keen insight. Factionalism in the Communist as well as Socialist Parties is discussed. Perhaps the best available and readable study of the Left in India.

Robert L. Hardgrave, Jr.

INDIA : GOVERNMENT AND POLITICS IN A DEVELOPING NATION

New York, Harcourt Brace Jovanovich, 2nd ed., 1975

211 pp. \$ 4.95 (paper)

A standard text on political institutions and parties in India

prior to the Emergency of 1975. A brief discussion on India's struggle for independence is followed by chapters on the framework of Indian politics, federal and state relations, competing interest groups, the party system, and political behavior. A very readable book for both high school and college students.

Selig S. Harrison

INDIA : THE MOST DANGEROUS DECADES

Princeton, NJ, Princeton University Press, 1960

350 pp. \$ 11.00

Written by a former foreign correspondent in India, this book has endured remarkably well. The author seeks to demonstrate the divisive impact of regional and caste loyalties on Indian political unity. He sees a danger of Balkanization but emphasizes, at the same time, the possibility of authoritarian centralization as a response to disintegrating trends. Harrison pays particular attention to the origins and shifts within India's communist movement and points out that the Communist Party was generally strongest where it succeeded in manipulating regional patriotism. A valuable book for those who seek to answer the question : will a united India endure?

Horst Hartmann

POLITICAL PARTIES IN INDIA

Mystic, CT, Lawrence Verry, 1972

278 pp. \$ 13.25

A discussion of the organization and working of the different political parties in India and of the roles they have played in elections to the state and central legislatures. The book contains a summary of the election manifestoes of the various parties and an analysis of the governmental path taken by each party whenever it gained power after state elections. The author opposes the view that the Indian political system has ever been in danger of collapse, and he sees virtue in the constitutional provision that permits the central government to take over a state administration when instability emerges. A valuable study, rich in description but rather inadequate in analysis.

Stanley A. Kochanek

**THE CONGRESS PARTY OF INDIA : THE DYNAMICS
OF ONE-PARTY DEMOCRACY**

Princeton, NJ, Princeton University Press, 1968

516 pp. \$ 18.50

The book examines the relationship between and among the president and the Working (executive) Committee of the Congress Party, the Prime Minister, and the Cabinet. The author's view is that India has been since independence a one-party democracy. The loss of hegemony by the Congress Party in 1967 he regards as a minor episode. The analysis of the party's success in remaining a viable force under changing political conditions is penetrating.

Beatrice Pitney Lamb

INDIA : A WORLD IN TRANSITION

New York, Praeger, 4th ed., 1975

444 pp. \$ 5.95 (paper)

A comprehensive survey of India supplemented by considerable statistical information and covering the major elements of Indian culture, history, politics, and society. Religion, caste, and other social institutions; disparities between urban and rural sectors; language and political problems; economic conditions and development; foreign policy issues — all are treated sensitively and accurately. Ms. Lamb's suggestion that most Indians tend to be Hamletian and cannot make up their minds on crucial issues might be questioned. The book is the most current, balanced, and useful study of present-day India for generalists.

Balraj Mehta

INDIA AND THE WORLD OIL CRISIS

Mystic, CT, Lawrence Verry, 1974

148 pp. \$ 7.50

The use of oil as a weapon by the Arabs against Israel and the emergence of the Organization of Petroleum Exporting Countries (OPEC) have had profound economic effects throughout the world, especially in developing countries. Mr. Mehta's book examines the problem of oil in India in historical perspective. He discusses the role of West Asian oil in Indian economic deve-

lopment, oil pricing in India, past lapses in Indian oil policy, and the potential of oil development in India. A timely book.

Vapal Pangunni Menon

THE STORY OF THE INTEGRATION OF THE INDIAN STATES

New York, Arno Press, 1972 (1956)

511 pp. \$ 25.00

Before independence the Indian subcontinent contained over 550 princely states, many feeble in power and extremely limited in territory, but practically all with far greater autocratic systems than prevailed in that part of India ruled by Britain directly. After independence all these states were integrated into India and the princes pensioned off. Mr. Menon was one of the four architects of this integration — the other three were Mountbatten, the last Viceroy; Nehru; and Vallabhbhai Patel, the Home Minister. This lucid book presents a detailed account of how integration was achieved.

Vapal Pangunni Menon

THE TRANSFER OF POWER IN INDIA

Princeton, NJ, Princeton University Press, 1957

543 pp. Out of print. Available Xerox University Microfilm.

A definitive account of the events that led to the partition of the subcontinent and the independence of India and Pakistan from British rule. The author, a senior civil servant at the time of India's partition and privy to many important discussions, was intimately connected with the events he relates. The opening chapter summarizes all major constitutional developments in India before independence. The remaining chapters deal with the events from the second World War to independence in 1947. They are crammed with detail.

Wyndraeth Humphreys Morris-Jones

THE GOVERNMENT AND POLITICS OF INDIA

Atlantic Highlands, NJ, Humanities Press, 3rd rev. ed., 1971 (1964)

280 pp. \$ 2.75 (paper)

An excellent short book on the political system of India. In the first two chapters the author analyzes the British legacy

A Basic Bibliography

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and its influence upon Indian politics. Post-independence problems are discussed in chapter three, the structure of national and state governments in chapter four, and political parties in chapter five. The final chapter analyzes the impact of political institutions and forces upon the constitutional system. A very valuable and subtle study for use at secondary and post-secondary levels.

Iqbal Narain, ed.

STATE POLITICS IN INDIA

Meerut, Meenakshi Prakashan, 2nd ed., 1976

620 pp. Rs. 125.00

A collection of twenty-five articles dealing with various aspects of state politics in India. Each state is analyzed. The book's main focus is on the period 1967-71, though adequate attention is paid to the years before and after this period. Most authors deplore the emergence of coalition politics in the states and emphasize the negative consequences of this trend. Three essays by the editor provide the conceptual frame-work and a cogent summary. This is the best survey of state politics in India.

Gene D. Overstreet and Marshall Windmiller

COMMUNISM IN INDIA

Berkeley, University of California Press, 1959

603 pp. Out of print

A thorough and painstaking study of the growth of communism in India. The discussion of the failure of the communist movement to come to terms with Gandhian nationalism is treated most refreshingly. Equally impressive is the discussion of communist drives in the first decade of India's independence, a period which saw the movement divide into two — those who worked through "constitutional" means, and those who, as in Telangana, took extralegal measures to develop a communist sanctuary. Within the book is an excellent discussion of the Communist Party's relationship with the Comintern and Stalin. While the book has certain factual errors and at times wrongly identifies some people as communist, it is nevertheless the most thorough account of the communist movement in India until 1957. For the specialist.

Norman D. Palmer

**ELECTIONS AND POLITICAL DEVELOPMENT : THE
SOUTH ASIAN EXPERIENCE**

Durham, NC, Duke University Press, 1975

340 pp. \$ 17.50

A valuable study, for the specialist, of the role of parliamentary and other legislative elections in India, Pakistan, Sri Lanka, and Nepal based in part on a sampling of Indian voters' opinions. The author believes that despite their shortcomings, elections have to the present given political stability to India, but, writing in 1974, he expresses caution concerning the future.

Richard L. Park

INDIA'S POLITICAL SYSTEM

Englewood Cliffs, NJ, Prentice-Hall, 1968

116 pp. \$ 3.50 (paper)

A brief but cogent analysis of India's political system. Within a hundred pages the author summarizes India's history, her human and economic resources, social structure and other traditional elements, and examines their impact on the organs, policy, and performance of the government. Results of the 1967 elections have been included. Very readable.

Lloyd I. Rudolph and Susanne Hoeber Rudolph

**THE MODERNITY OF TRADITION : POLITICAL
DEVELOPMENT IN INDIA**

Chicago, University of Chicago Press, 1970 (1967)

306 pp. \$ 3.25 (paper)

A brilliant and controversial analysis of the relationship of Indian tradition to modernity. Divided in three parts, the first deals with the politics of caste in India. In part two the influence of Gandhi and his hopes for a new political order in India are carefully examined. The third part analyzes the dichotomy between a British-oriented, and thereby an alien, system of law, administration, and order and that of the general population of India which still observes traditional rules of law and order. The authors conclude that despite the dichotomies, the Indian social structure is receptive to modernity and that modernization is taking place at an effective pace. For the specialist.

Bhabani Sen Gupta

COMMUNISM IN INDIAN POLITICS

New York, Columbia University Press, 1972

455 pp. \$ 4.95 (paper)

This highly informative book supplements Overstreet and Windmiller (q.v.) and provides an excellent review of the role of communism in Indian politics since 1964. The development of three rival communist parties is fully explored, and their attitude toward participation in India's parliamentary system as in labor and peasant movements is carefully examined.

Donald Eugene Smith

INDIA AS A SECULAR STATE

Princeton, NJ, Princeton University Press, 1963

518 pp. \$ 3.45 (paper)

The study examines the difficulties faced by India in developing a secular state, something that Nehru believed in strongly. Perhaps the most interesting part of this book is the author's discussion of the ambivalent nature of Hinduism, a religion that provides tremendous spiritual autonomy while imposing at the same time an inescapable social pattern. The author concludes that India is a secular state with certain qualifications. For advanced students and specialists.

Donald Eugene Smith, ed.

SOUTH ASIAN POLITICS AND RELIGION

Princeton, NJ, Princeton University Press, 1966

563 pp. Out of print. Available Xerox University Microfilm.

India, Pakistan, and Sri Lanka are covered in this book. Twelve of the twenty-two chapters deal with India and the part played by the various religious groups in the country's political life. A main thrust of the book is an examination of the role of law in protecting minorities from discrimination. The chapters on regional politics are valuable. Outstanding essays are by Baxter (Jan Sangh), B. Nayar (Sikhs), Zelliott (untouchables and Ambedkar), Hardgrave (DMK), V. Nayar (Kerala), and Theodore Wright (Hyderabad Muslims). Practically all the authors conclude that religion is strongly entrenched in local and regional politics. Unfortunately, there is no analysis of the

Congress Party's questionable claim to be the bulwark of secularism. For the advanced student.

Myron Weiner, ed.

STATE POLITICS IN INDIA

Princeton, NJ, Princeton University Press, 1968

520 pp. \$ 18.50

Political processes in eight states — Uttar Pradesh, Madhya Pradesh, Maharashtra, Jammu and Kashmir, Bengal, Rajasthan, Andhra Pradesh, and Punjab — are analyzed in this book. The emphasis is on the changing patterns of political participation, the problem of integration within the states, and the emergence of local and regional political parties and groupings often at odds with the national government and the Congress Party. The book provides a necessary corrective to Kochanek's (q.v.) emphasis on the role of the Congress Party and the political process at the national level.

THE ECONOMY

B.M. Bhatia

INDIA'S DEEPENING ECONOMIC CRISIS

Mystic, CT, Lawrence Verry, 1974

215 pp. \$ 9.00

A collection of articles on several facets of India's economy. Among the subjects discussed are: inflation, economic planning, the food problem, famine relief, and agricultural reforms. The author is at his best when discussing food and agricultural problems. A convenient book to look up the background of current economic issues.

Kuan-I Chen and J.S. Uppal, comps.

INDIA AND CHINA

New York, Free Press, 1971

404 pp. \$ 11.95

A collection of readings from scholarly journals designed to discuss the patterns of economic growth, economic policy and strategy, demographic changes, capital formation, and the internal structure of the economy in India and China in the

Nehru era (1950-1965). Two concluding essays predict trends to be expected in these two countries in the 1970s and the 1980s. Very good for studying contemporary Asian developmental processes and problems. For advanced students.

Harold A. Crouch

TRADE UNIONS AND POLITICS IN INDIA

New York, International Publications Service, 1966

315 pp. \$ 7.50

A pioneering study of the role of trade unions in Indian politics. The book systematically analyzes the relationships of various trade unions with Indian political parties. The central theme of the book: the relative weakness of the trade union movement and the factionalized and fragmented nature of the political parties encourages interdependence, which often does not help the cause of labor.

Philip J. Eldridge

THE POLITICS OF FOREIGN AID IN INDIA

New York, Schocken Books, 1970

289 pp. \$ 9.00

This is a careful study of the foreign policy objectives of the United States and the Soviet Union in extending economic aid to India, especially in the oil and steel industries. India's attitude toward this aid has been described as ambivalent, and the author concludes that, in spite of the massive assistance given to India, the world's super-powers have not in any serious manner affected India's approach to foreign and defense affairs.

Francine R. Frankel

**INDIA'S GREEN REVOLUTION : ECONOMIC GAINS
AND POLITICAL COSTS**

Princeton, NJ, Princeton University Press, 1971

232 pp. \$ 10.00

An intensive study based on field work in five districts of India on the social, economic, and political impact of the Green Revolution — a strategy of increasing agricultural output by intensive application of newly developed seeds and fertilizers. It is the author's contention that while the gains of the Green Revolution have been impressive, disparities between rich and

poor farmers have increased. Readers will differ as to whether the author's policy recommendations in the concluding chapter are workable, but the study remains an excellent pioneering assessment of the impact of the Green Revolution.

Alak Ghosh

THE INDIAN ECONOMY: ITS NATURE AND PROBLEMS
New York, International Publications Service, 12th ed., 1970
649 pp. \$ 8.75

A widely used college text in India. The narrative is both historical and analytical. It will be valued by those who find Malenbaum (q.v.) too brief.

Albert Henry Hanson

THE PROCESS OF PLANNING : A STUDY OF INDIA'S
FIVE-YEAR PLANS, 1950-1964
New York, Oxford University Press, 1966
574 pp. \$ 19.00

Written a decade ago, this is an excellent survey by a British political scientist of the history and problems of Indian economic planning from 1950 to 1964. The emphasis is on the relationship of the development to public administration. The role of socio-political institutions and processes such as caste, federalism, pluralistic democracy, and feudal traditions in the economic sphere has been ably analyzed. Hanson's assessment of the Nehru era is more balanced than that of many American writers, e.g. Veit (q.v.) and Mellor (q.v.), who call for a drastic reordering of Indian planning priorities.

Michael Kidron

FOREIGN INVESTMENTS IN INDIA
New York, Oxford University Press, 1965
384 pp. \$ 9.75

The study begins with an examination of the role of foreign investments in India during British rule and then traces the changes in the character of foreign investments since independence. The changing attitude toward foreign private investment, both by Indians and by potential investors as a result of the changing pattern of the world economy, is cogently analyzed. The book is a sharp indictment of foreign private investment

in India. The author points out that such investments, have not benefited the country appreciably. Valuable to those interested in the political economy of India and the transfer of capital and technology. Rather specialized.

Wilfred Malenbaum

**MODERN INDIA'S ECONOMY: TWO DECADES OF
PLANNED GROWTH**

Columbus, OH, Merrill, 1971

230 pp. \$ 4.50 (paper)

An impressive study and analysis of two decades of India's economic development (1950-1970) by one of America's foremost authorities on the Indian economy. In seven short chapters the author outlines the achievements of the economy and the main tasks confronting it. Useful for general and college audiences.

John W. Mellor

**THE NEW ECONOMICS OF GROWTH : A STRATEGY
FOR INDIA AND THE DEVELOPING WORLD**

Ithaca, NY, Cornell University Press, 1976

384 pp. \$ 11.50

Taking a close look at current economic conditions and developmental strategies in India, Mellor criticizes India's fascination with capital-intensive technology. He argues that in India, as in many other developing nations, economic development must be based on the strategy of high employment rates and increased agricultural production. He feels that it is still not too late for India to revise her economic planning, though he readily admits that such a course would involve some extraordinary steps. Recommended for both generalists and specialists.

B.S. Minhas

PLANNING AND THE POOR

Mystic, CT, Lawrence Verry, 1974

141 pp. \$ 7.50

Written by a former member of India's Planning Commission, the book recommends a radical redistribution of land for the eradication of rural poverty. The author feels that despite all the rhetoric of socialism in India, the government has done very little to improve the lot of those who live below the poverty line.

Kusum Nair

**THREE BOWLS OF RICE — INDIA AND JAPAN: A
CENTURY OF EFFORT**

East Lansing, Michigan State University Press, 1973

224 pp. \$ 8.50

This is the first comparative study of rural modernization in Meiji Japan and British India. The author rejects the thesis that the course of modernization and development is natural, inevitable, and pre-ordained by the inherited character and culture of the people. She believes that social and economic factors necessary for rural progress, i.e. language reform, education, tenancy laws, credit facilities, and industrialization, which proved crucial in Japan, were denied to the Indians by the British. The book is addressed to general and college audiences.

Walter C. Neale and John Adams

**INDIA, THE SEARCH FOR UNITY, DEMOCRACY AND
PROGRESS**

New York, Van Nostrand Reinhold, 2nd ed., 1976

165 pp. \$ 3.95 (paper)

A useful and altogether satisfying book on contemporary India which discusses her drive for economic, social, and political modernization. The authors discuss India's social setting, the impact of foreign economic aid, the constraints upon the developmental process due to traditional cultural patterns, and the ambiguous nature of her political processes. Highly recommended for general, high school, and college audiences.

V.B. Singh, ed.

THE ECONOMIC HISTORY OF INDIA, 1857-1956

Bombay, Allied, 1970

830 pp. Rs. 30.00

A collection of twenty-nine articles by twenty-five scholars. The aim of the volume is to identify and interpret major trends in the economy of India since the Indian Revolt of 1857. Articles on India's natural resources, demography, agriculture and irrigation, land reforms, cotton and jute industry, railways, currency and banking, and industrial workers are particularly impressive. The central theme in most of the chapters is that the British retarded India's economic growth. All chapters taken

together give a cohesive picture of the Indian economy from the Indian nationalist viewpoint.

Subramanian Swamy

**ECONOMIC GROWTH IN CHINA AND INDIA, 1952-1970 :
A COMPARATIVE APPRAISAL**

Chicago, University of Chicago Press, 1973

84 pp. \$ 6.95

A careful and well documented statistical analysis of the economic growth rate in China and in India. The author's conclusion is that growth in these two countries has been at almost the same rate.

Daniel Thorner and Alice Thorner

LAND AND LABOUR IN INDIA

New York, Asia Publishing House, 1974

227 pp. \$ 7.25 (paper)

Written originally between 1952 and 1960, this book remains a pioneering study. The first part examines the structure of rural power; the second deals with rural development from 1760 to 1960; and the third criticizes the methodology employed in Indian census and sample surveys. Perhaps the most suggestive contribution of the authors is their observation that land reform in India has meant little more than reform of land ownership and is not a panacea in the countryside, in the absence of far-reaching changes of motivation and values.

See also Daniel Thorner's influential and recently reissued **THE AGRARIAN PROSPECT IN INDIA** (Columbia, MO, South Asia Books, 1976, \$ 5.00) which carries a new introduction suggesting that since the 1950s emerging agrarian forces have produced a "capitalist revolution in socialist India."

Lawrence A. Veit

**INDIA'S SECOND REVOLUTION : THE DIMENSIONS
OF DEVELOPMENT**

New York, McGraw-Hill for the Council on Foreign Relations,
1976

402 pp. \$ 14.95

This is a thoroughly critical assessment of India's economic policy and its effort to establish a socialist pattern of society.

The author argues that, under India's socialism, the urban and the village poor have grown poorer, and he suggests that India should give up nationalized industries and open the country to unrestricted foreign investment if it is to become a major industrialized nation with lessened economic disparities. Viet sees the United States' economic assistance to India as motivated largely by humanitarian reasons and the Soviet Union's aid as motivated by political considerations. Technically competent and thorough, this analysis reflects the traditional viewpoint of American economists with a free market orientation to India's mixed economy policies.

WORLD AFFAIRS

Mohammad Ayoob

INDIA, PAKISTAN AND BANGLADESH : SEARCH FOR A NEW RELATIONSHIP

New Delhi, Indian Council of World Affairs, 1975

185 pp. Rs. 30.00

This brief book focuses on the Indo-Pakistan War of 1971, the secession of Bangladesh from Pakistan, and the Simla Conference of 1972 between Prime Minister Bhutto of Pakistan and Prime Minister Indira Gandhi of India concerning the normalization of relations between the two countries. Ayoob is critical of American foreign policy toward India, Bangladesh, and Pakistan and feels that normalization of relations between and among these countries will not take place until the United States develops a more objective posture on the supply of arms to Pakistan.

Jayantnuja Bandyopadhyaya

THE MAKING OF INDIA'S FOREIGN POLICY

New York, Paragon, 1970

286 pp. \$ 7.00

A useful and enlightening survey of India's foreign policy. The book's thesis is that India's foreign policy is determined not only by its national interests and the state of the world, but also by the personal style of political leaders in power. Analytical rather than descriptive, it is an excellent brief analysis of the underpinnings of India's foreign policy.

William J. Barnds

INDIA, PAKISTAN, AND THE GREAT POWERS

New York, Praeger for the Council on Foreign Relations, 1972
388 pp. Out of print

An exhaustive survey of the role of the major world powers on the Indian subcontinent. While critical of excessive United States involvement in matters pertaining to the subcontinent, the book nevertheless makes a strong case for continued American participation in the subcontinent's economic development and defense. Written by a former U.S. government intelligence analyst, the book is balanced, well documented, and sensitive to Indian national aspirations. Unfortunately, the Indo-Pakistan conflict receives inadequate attention.

S.M. Burke

MAINSPRINGS OF INDIAN AND PAKISTANI FOREIGN POLICIES

Minneapolis, University of Minnesota Press, 1974
308 pp. \$ 13.50

A careful analysis of Indian and Pakistani foreign policies. Burke emphasizes the religious foundations of the two states and points out that religion has been the principal mainspring in the determination of the foreign policy of these two hostile neighbors. The role of personality, especially that of Nehru, and old-fashioned power politics is amply documented.

Golam Wahed Choudhury

INDIA, PAKISTAN, BANGLADESH AND THE MAJOR POWERS : POLITICS OF A DIVIDED CONTINENT

New York, Free Press, 1975
276 pp. \$ 13.95

A comprehensive survey of the relationships between each of three powers — the United States, the Soviet Union, and China — on the one hand, and the countries of the Indian subcontinent on the other. Various phases of these relationships are traced from the time of independence to the mid-1970s. The author, a former member of the Pakistan government, documents his narrative well. His main argument is that conflicts on the subcontinent affected and were affected by rivalries among the major powers. Alignments evident in the early 1970s are ex-

plained largely in terms of events and attitudes of the early 1950s.

Robert H. Donaldson

SOVIET POLICY TOWARD INDIA : IDEOLOGY AND STRATEGY

Cambridge, MA, Harvard University Press, 1974

338 pp. \$ 15.00

A careful study of the relationship between Russian communist ideology and its foreign policy toward India. The author analyzes how each successive change in Russian diplomatic posture toward India was accompanied by a new explanation selected out of Marxist-Leninist doctrine. The book suggests that the Soviet Union considers India a bulwark against Chinese expansionism and that the Russians have concluded that prospects for communist rule in India are slim. A well documented and ably argued study for the specialist.

S.C. Gangal

INDIA AND THE COMMONWEALTH

New York, International Publications Service, 1970

152 pp. \$ 4.50

India's special links with the Commonwealth are described in this volume. The emphasis is on India's relations with older members of the Commonwealth — the United Kingdom, Canada, Australia, and New Zealand. A special chapter examines the role of the Commonwealth in Indo-Pakistan disputes. A bibliographic essay on the subject and a brief selection of Nehru's words on the Commonwealth are welcome appendages to the descriptive first half of the book.

Charles H. Heimsath and Surjit Mansingh

A DIPLOMATIC HISTORY OF MODERN INDIA

Columbia, MO, South Asia Books and New York, Paragon Books, 1971

559 pp. \$ 8.50 (South Asia Books) \$ 10.50 (Paragon)

A straight-forward historical narrative of Indian diplomacy. The book is rich in detail and is amply documented from government sources. It should be read together with the more analytical

work of Bandyopadhyaya (q.v.) in order to provide a balanced package for the study of India's foreign policy.

Ashok Kapur

**INDIA'S NUCLEAR OPTION : ATOMIC DIPLOMACY
AND DECISION MAKING**

New York, Praeger, 1976

280 pp. \$ 18.50

Based on speeches of Nehru, interviews with international officials, and a sound understanding of Indian bureaucratic politics, this book examines India's nuclear policy in an historical perspective. First a third-party mediator, later an actor in the East-West negotiations on nuclear proliferation, and finally an independent nuclear power, India is seen as a careful and methodical planner in the realm of international nuclear diplomacy and strategy.

Harish Kapur

**THE EMBATTLED TRIANGLE : MOSCOW, PEKING,
NEW DELHI**

Atlantic Highlands, NJ, Humanities Press, 1973

175 pp. \$ 8.75

A general review of Soviet and Chinese policy toward the Indian subcontinent. The author indicates that Soviet policy was established by Khrushchev and that it has been ably followed by Brezhnev. The book concludes by suggesting that in the years ahead Russia and China will intensify their efforts in this region, unlike the United States whose interests in the area are likely to decline.

Lorne J. Kavie

**INDIA'S QUEST FOR MILITARY SECURITY : DEFENSE
POLICIES, 1947-1965**

Berkeley, University of California Press, 1965

263 pp. \$ 9.25

This book describes the organization and the equipment of the Indian defense establishment during the period 1947-1962. The emphasis is on India's Himalayan defense policy; the problems of defense against Pakistan are rather soft-pedaled. India's lack of realism toward Chinese designs is emphasized. Both

the Indo-Pakistan war of 1965 and the pressures to build a nuclear weapons system are treated rather sketchily. An interesting chapter deals with civilian-military relations. This book and Subrahmanyam's work (q.v.) constitute a good package for the study of Indian defense policy.

Neville Maxwell

INDIA'S CHINA WAR

New York, India Publications, 1971

475 pp. \$ 2.95

The book seeks to refute the widely accepted view in India that Nehru was the innocent victim of unprovoked Chinese aggression in 1962. Maxwell's thesis is that India and China could have reached a compromise in their boundary dispute, with India acceding to China's demands in the Ladakh area in return for Chinese concessions in the disputed sector in the Eastern Himalayas. Extremely readable and well researched, this book was unfavorably received in India.

T. Ramakrishna Reddy

INDIA'S POLICY IN THE UNITED NATIONS

Cranbury, NJ, Fairleigh Dickinson University Press, 1968

164 pp. \$ 8.50

This well-written and amply documented book deals specifically with six aspects : India's conception of the United Nations; her attitude toward Charter amendment; her espousal of anti-colonial sentiment; her contribution to peace-keeping forces; her policy toward financing the United Nations; and her role in the Secretariat. It is the author's thesis that, especially in the Nehru era, India looked upon the United Nations as the principal vehicle for fulfilling her foreign policy goals.

Bhabani Sen Gupta

**THE FULCRUM OF ASIA : RELATIONS AMONG CHINA,
INDIA, PAKISTAN, AND THE USSR**

Indianapolis, IN, Pegasus, 1970

383 pp. \$ 8.95

A careful survey of changing alignments between and among four major powers in southern Asia : one of them an established super-power; another an emerging world power, and the other

two neo-nationalist regional states. The author feels that relations between India and Pakistan are not likely to run a smooth course until a détente between Russia and China is achieved.

Arthur Stein

INDIA AND THE SOVIET UNION : THE NEHRU ERA

Chicago, University of Chicago Press, 1969

320 pp. \$ 12.50

A balanced and scholarly work which analyzes Indo-Soviet relations during the period 1947-64. After providing the historical background of early Bolshevik interest in India, the author devotes three chapters to Stalin's policy toward India. The remaining six discuss the rapid growth of the warm relationship between India and Russia following the Chinese military success in the Himalayan border conflict of 1962. Both Indian and Russian sources have been utilized.

K. Subrahmanyam

PERSPECTIVES IN DEFENCE PLANNING

Mystic, CT, Lawrence Verry, 1972

201 pp. \$ 8.25

A trenchant review of India's defense establishment and policy by the director of the Institute of Defence Studies and Analyses (New Delhi), a leading advocate of an Indian nuclear capability. The book is written against the back-drop of Chinese success against India in 1962 and calls for the systematic analysis and determination of India's defense procurement and production. Together with Kavic (q.v.) this book provides an excellent review of India's defense problems.

LITERATURE: Classical and Medieval

Bhartrihari

BHARTRIHARI : POEMS. Translated by Barbara Stoler Miller

New York, Columbia University Press, 1967

156 pp. \$ 2.25 (paper)

Bhartrihari is second only to Kalidasa as a lyric poet. Living in the fifth century, he composed three volumes of poetry: one devoted to love, another to indifference to sensual pleasures,

and the third to wise conduct. Every stanza of Bhartrihari's poetry stands as a poem in itself and expresses one idea completely. Professor Miller's translation is exquisite. No other translator has captured the didactic spirit of Bhartrihari so admirably well.

J.A.B. van Buitenen, tr.

TALES OF ANCIENT INDIA

Chicago, University of Chicago Press, 1959

260 pp. \$ 2.45 (paper)

Most of these stories have been taken from BRIHAT-KATHĀ-SARIT-SĀGARA, a cycle of stories which may have originally numbered 700,000 stanzas but which now is extant only in the Somadeva edition of 21,000 stanzas, and BRIHAT-KATHĀ-SOLKA-SAMGRAHA, originally composed in the eighth or the ninth century and containing 4,500 stanzas. Van Buitenen has chosen several representative stories which are secular in character. A large majority of them deal with the mystery of woman in her infinite variety. The translations are excellent.

Dandin

THE TEN PRINCES : DANDIN'S DASHA-KUMĀRA-CHARITA. Translated by Arthur W. Ryder

Chicago, University of Chicago Press, 1974 (1927)

240 pp. \$ 6.50 (paper)

An altogether satisfactory translation of the famous Sanskrit novel of the Gupta period. It depicts the adventurous low life of courtesans, unfaithful wives, hypocritical priests, unscrupulous ascetics, rakes, and fervent lovers. Even gods are not spared; their sins are described in realistic fashion. Dandin's moral point is clear — none of us can reach perfection. Duty, profit, and love are usually in conflict, and one must sacrifice one of these virtues to attain the other two. A delightful picaresque novel.

Ilango-Adigal

SHILAPPADIKARAM : THE ANKLE BRACELET. Translated by Alain Danielou.

New York, New Directions, 1964

211 pp. \$ 3.25 (paper)

This is an ancient Tamil tragic epic written in verse in the

third century by a South Indian prince. Its main theme is love any war. Songs are used as signs of changes in the mood of principal characters. Much technical material is included on stringed instruments, music and musicians, the theatre, and the three major forms of dance — pure dance, love dance, and character dance. Thus the epic has a valuable intellectual dimension. The main story contains two contrasting characters: a devoted wife with natural beauty and a woman of pleasure with artificial character. This contrast has inspired many South Indian authors.

THE INTERIOR LANDSCAPE : LOVE POEMS FROM A
CLASSICAL TAMIL ANTHOLOGY. Translated by
A.K. Ramanujan

Bloomington, Indiana University Press, 1967
128 pp. \$ 1.95 (paper)

The poems in this book were selected from a classical Tamil anthology ascribed to the first three centuries A.D. The translations are both literal (phrase by phrase) and imaginative. All the poems are love poems and represent generalized human types set in idealized landscapes. Each specific environment is used as a convention for a different type of love. A concluding essay summarizes Tamil poetics. Excellent.

Jayadeva

SONG OF LOVE (GITĀ GOVINDA). Translated by George
Keyt

Thompson, CT, InterCulture Associates, 1969 (1940)
123 pp. \$ 1.95 (paper)

Written in the twelfth century by a court poet in Bengal, this is perhaps the most lyrical poem in the entire Sanskrit literature. It describes the estrangement of Radha from her divine lover, Lord Krishna. Indian mystics have interpreted the poem as an allegory of the human soul oscillating between erotic and divine love and finally conquering them both simultaneously, the one being the reflection of the other. The translation is faithful and acceptable. Barbara Stoler Miller's translation of the poem, LOVE SONG OF THE DARK LORD : JAYADEVA'S GITĀ-GOVINDA is also now available (New York, Columbia University Press, 1977, 230pp., \$ 3.95 paper). Her analytical

introduction placing the poem in context and explaining its structure and symbolism will help student readers.

Kalidasa

THE CLOUD MESSENGER (MEGHADŪTA). Translated

by Franklin and Eleanor Edgerton

Ann Arbor, University of Michigan Press, 1964

96 pp. \$ 1.75 (paper)

A poem of rare beauty by the greatest Sanskrit dramatist, it combines the theme of love with India's geographical landscape. A separated lover sends his message of longing to his wife through the monsoon clouds, and the passage of these clouds over various parts of India provides the poet with abundant opportunity to describe India's mountains and streams, her villages and cities, her seasons, and her people. The translation captures the spirit of the poem, though not its lyrical quality.

P. Lal, ed. and tr.

GREAT SANSKRIT PLAYS IN MODERN TRANSITION

New York, New Directions, 1964

396 pp. \$ 4.45 (paper)

A poet in his own right and a distinguished Sanskritist as well, Lal has in this volume "transcreated" in modern idiom six plays from classical Sanskrit. This makes them eminently readable in that no attempt has been made to provide literal translations. The plays included are : Shudraka's **TOY CART**; Vishakhadatta's **SIGNET RING**; Bhasa's **THE DREAM**, Bhavabhuti's **LATTER STORY OF RAMA**; Harsha's **RATNĀVALI**; and Kalidasa's **SHAKUNTALA**. An introductory essay and a concluding bibliography provide much information on Indian drama.

THE MAHĀBHĀRATA; AN ENGLISH VERSION BASED ON SELECTED VERSES

Translated by Chakravarthi V. Narasimhan

New York, Columbia University Press, 1965

254 pp. \$ 3.95 (paper)

The MAHĀBHĀRATA with its 100,000 or so stanzas, eight times the size of the ILIAD and the ODYSSEY put together, is the longest epic poem in the world. Narasimhan has chosen 4,000 verses and has produced a remarkable prose translation

of them. He concentrates on the main subject of the story, which is the struggle between two cousin families for the mastery of northern India. Recommended for all libraries.

R.K. Narayan

THE RĀMĀYANA OF R.K. NARAYAN : A SHORTENED
MODERN PROSE VERSION OF THE INDIAN EPIC,
SUGGESTED BY THE TAMIL VERSION OF KAMBAN
New York, Viking, 1972

171 pp. \$ 7.95

The RĀMĀYANA is the second longest epic of India and deals with the life of Rama, the noble prince of Ayodhya; his marriage, exile, the abduction of his wife, the recovery of his wife and his throne, and the politics of his kingdom. Many recensions of the grand epic are in vogue in India, especially those of Kamban in the South and Tulsidas in the North. Narayan, India's deft story-teller, has chosen several episodes from the Kamban version and has retold them without any attempt to translate them in a literal fashion. This readable and portable version is a literary gem.

THE PANCHATANTRA. Translated by Arthur W. Ryder
Chicago, University of Chicago Press, 1964 (1925)

470 pp. \$ 5.95 (paper)

This is India's great treasury of animal fables which date back to the second century B.C. Even in the ancient period several recensions of this treasury existed. Two hundred different versions in fifty foreign languages are known to exist outside India. The fables are didactic, humorous, and lyrical. The translation is very fine. Example : "Scholarship is less than sense. Seek intelligence."

Tiruvalluvar

THE SACRED KURAL. Edited and translated by H.A. Popley
Calcutta, Y.M.C.A. Publishing House, 2nd ed., 1958

157 pp. Rs. 3.50 (paper)

The KURAL, a world famous Tamil masterpiece written in the fourth or fifth century, continues to influence popular Tamil culture. Sometimes known as the Tamil Veda, it is a long didactic poem divided into three parts, each part corresponding to one of

three ends of human life in the Hindu view: man with himself (righteous conduct), man with society (material advantage), man and woman (desire, pleasure).

Vidyakara, comp.

SANSKRIT POETRY FROM VIDYĀKARA'S "TREASURY".

Translated by Daniel H.H. Ingalls

Cambridge, Harvard University Press, 1968

346 pp. \$ 2.75 (paper)

In the medieval period of Indian history several Sanskrit anthologies were compiled to preserve selections from the works of earlier minor poets. Of these the most famous is Vidyakara's SUBHĀSITA RATNA KOSHA, edited originally in the twelfth century, from which the present selections have been taken. Ingalls has arranged stanzas of different poets under fifty separate headings such as Adolescence, Young Women, Blossoming of Love, Sunset and Moon. Vignettes from the poet, Yogesvara, on peasant life are well worth memorizing. A judicious selection.

Vidyapati Thakura

LOVE SONGS OF VIDYAPATI. Translated by Deben

Bhattacharya, edited by W.G. Archer

Delhi, Hind Pocket Books, 1970.

212 pp. Rs. 5.00 (paper)

Vidyapati, like Jayadeva, is one of the most sonorous of Indian poets. He flourished in eastern India in the 14th century and wrote in Maithili. The subject of all the poems is erotic love, considered a divine obligation by this devotional poet. The volume combines one hundred selected poems of Vidyapati with thirty-one art plates from medieval Indian paintings which closely represents the theme of the poems. Archer's introduction provides information on the poet's life and outlook.

Modern Fiction: *Novels Written in English*

Ahmed Ali

TWILIGHT IN DELHI

Thompson, CT, InterCulture Associates, 2nd ed., 1974 (1940)

290 pp. \$ 2.85 (paper)

Ali is the most competent novelist dealing with upper class

Muslim mores. The novel describes life and death in an aristocratic family of northern India. It boldly captures the highly stylized, polished, and patriarchal life in a Delhi family which, though urban and urbane, still lives with most feudal values intact. Ali's other novel, *OCEAN OF NIGHT* (Thompson, CT, InterCulture Associates, 1972 (1964), 165 pp. \$ 2.75 paper), shifts the scene to Lucknow, another citadel of cosmopolitan Islamic culture.

Mulk Raj Anand
COOLIE

Thompson, CT, InterCulture Associates, 1974
317 pp. \$ 2.95 (paper)

TWO LEAVES AND A BUD

Thompson, CT, InterCulture Associates, 1974
204 pp. \$ 2.80 (paper)

The foremost Indian novelist of the 1930s, Anand chose the downtrodden rather than the privileged as his central characters. In *COOLIE* we encounter a hill boy who works at various menial jobs in different parts of India and dies of tuberculosis as a young rickshaw puller in Simla, India's summer capital under the British. *TWO LEAVES AND A BUD* discusses the life of a Punjabi worker destined to toil in a tea plantation in Assam, in virtual exile, where he is eventually murdered by his European manager. These novels of protest represent a sharp indictment of Indian society under British rule.

Bhabani Bhattacharya
HE WHO RIDES A TIGER

Thompson, CT, InterCulture Associates, new ed., 1974
232 pp. \$ 2.50 (paper)

Superstitions, urban vices, and caste tyranny of the rich are the themes of this piquant novel. A village blacksmith, reduced to poverty by the Bengal famine of 1943, fakes a miracle and passes himself off as a holy man, thereby securing wealth and status at the expense of his oppressors. Eventually, when the fraud is detected, he is denounced by the rich but hailed by his own low caste people.

G.V. Desani

ALL ABOUT H. HATTERR

New York, Farrar, Straus & Giroux, rev. ed., 1970

288 pp. \$ 5.95

T.S. Eliot and others greeted this book enthusiastically after its first appearance in 1948 whereupon it disappeared for twenty years. Returned once more to view, a new generation of readers has labeled it a modern classic. Mr. H. Hatterr, a Eurasian ("I am fifty-fifty of the species."), washes up on the shores of India, seeks wisdom of its seven sages, and develops a comprehensive philosophy of life. He tells all about it in this his "autobiographical." The novel's strength lies in the beauty of its language and style and a Joycean construction.

E.M. Forster

A PASSAGE TO INDIA

New York, Harcourt Brace Jovanovich, 1965 (1924)

322 pp. \$ 2.45 (paper)

A PASSAGE TO INDIA remains to this day the most distinguished novel written by a foreigner on race relations in India. Forster does not preach. He portrays accurately the hostility between British rulers and cultured Indians, and draws the conclusion that the fact of British rule made it impossible for persons of goodwill, whether Indians or foreigners, to transcend racial antagonisms. A striking novel of literary distinction.

Ruth Praver Jhabvala

TRAVELERS

New York, Harper and Row, 1973

247 pp. \$ 8.95

The fragile basis of the spiritual odyssey of young Europeans traveling in India is the theme of this popular social novel. Jhabvala finds Indian women to be powerful and resourceful, and men to be frustrated, passive, and futile. She is the best introduction to India's anglicized urban bourgeoisie, whose conduct she portrays as both comic and horrifying.

Thomas Mann

THE TRANSPOSED HEADS: A LEGEND OF INDIA

Translated from German by H.T. Loweporter

New York, Random House (Vintage), 1959 (1941)

115 pp. \$ 1.65 (paper)

Based on an ancient popular story, Mann's novella is the most concise introduction in fiction to the Hindu concept of dharma. Duty, not unoften, is in conflict with physical and sensual desires. The story centers on a woman's affection for two men, one whose attractions are of the mind and another whose appeal is physical. Her choices, involving the life, death, and recovery from the dead of these two, are inevitably wrong because of the conflict between duty and sensual pleasure.

Kamala Markandaya

NECTAR IN A SIEVE

New York, New American Library, 1955

255 pp. \$ 1.25 (paper)

A novel of enduring significance that tells the story of the tragic assault upon a traditional village by modern technology and industry, as reflected in the experience of a poor peasant family. It masterfully portrays the mutual incomprehension of urbanized foreigners and village dwellers. Rukmini, the heroine, is Mother India whose virtues, stoic courage and boundless capacity to endure suffering, are those which characterize village India.

Chaman Nahal

AZADI

Boston, Houghton Mifflin, 1975

372 pp. \$ 8.95

The setting of this novel is the partition of India in 1947. A monotonous, middle class family faces both freedom and disaster. The author handles the delicate racial conflict theme with compassion and humanity. One of a very few Indian novels in which portraits of both male and female characters are equally well drawn.

R.K. Narayan

THE BACHELOR OF ARTS

Thompson, CT, InterCulture Associates, 1970

166 pp. \$ 2.95 (paper)

THE VENDOR OF SWEETS

New York, Avon, 1971

244 pp. \$ 1.45 (paper)

Narayan is perhaps the least didactic or political Indian novelist. **THE BACHELOR OF ARTS** is the story of a student's college life, his temptation to become an ascetic, the recovery of love in an arranged marriage, and the powerful influence of a mother-in-law over a young wife and her household. In **THE VENDOR OF SWEETS** we meet a foreign-educated Indian and his American sweetheart, and one who wants to invent a story-writing machine in order to evade taxes. Both of these novels treat the simple ironies of everyday life.

Raja Rao

KANTHAPURA

New York, New Directions, 1967 (1938)

244 pp. \$ 2.75 (paper)

THE SERPENT AND THE ROPE

Thompson, CT, InterCulture Associates, 1968 (1960)

408 pp. \$ 4.00 (paper)

Raja Rao is India's most philosophical novelist writing in English. The reassertion of Indian traditions, the recovery of religion, and the exploration of spiritual depths by an intellectual hero are the themes of both these novels. In **KANTHAPURA** the impact of Gandhism is examined, not merely as a political force, but as a total spiritual phenomenon consistent with Indian traditions. **THE SERPENT AND THE ROPE**, a major work of fiction in the English language, recounts the spiritual journey of a young intellectual who comes to recognize the basic Hindu values as the only universal values of life.

Khushwant Singh

TRAIN TO PAKISTAN (MANO MAJRA)

New York, Grove Press, 1956

206 pp. \$ 2.95 (Paper)

A pitiless indictment of cruelty by all communal groups during

the fateful days of India's partition. The only novel to capture the parameters of the holocaust of 1947.

Modern Fiction: *Translations*

Bibhutibhushan Banerji

PATHER PANCHALI: SONG OF THE ROAD. Translated by T.W. Clark and Tarapada Mukherji
Bloomington, Indiana University Press, 1975
320 pp. \$ 3.95 (paper)

The odyssey of a Bengali brahman boy through childhood, youth, marriage, and despair, and the encounter of tradition and modernity. This novel has become famous via Satyajit Ray's magnificent movie, *THE APU TRILOGY* (q.v.). The translation is very good.

Thakazhi Sivasankara Pillai

CHEMMEEN. Translated by Narayana Menon
Thompson, CT, InterCulture Associates, 1964 (1957)
221 pp. \$ 2.75 (paper)

A lyrical, satisfying translation of a great Malayalam novel whose theme is forbidden intercommunal love in a Kerala fishing village. The author received the Sahitya Akademi Award, India's highest literary prize, for this tragic novel.

Dhanpat Rai Srivastava (*pseud.* Premchand)

THE GIFT OF A COW: A TRANSLATION OF THE HINDI NOVEL "GODAAN"

Translated by Gordon C. Roadarmel
Bloomington, Indiana University Press, 1968
442 pp. \$ 3.95 (paper)

A magnificent translation of the most powerful novel about rural India written in any Indian language. Premchand depicts the Indian peasantry, its oppression by moneylenders and priests, and its all-pervasive spirit of resignation. The author, torn between Gandhism and socialism, offers no solution.

Modern Fiction: *Short Stories*

Bhabani Bhattacharya, ed.

CONTEMPORARY INDIAN SHORT STORIES

Thompson, CT, InterCulture Associates, 1967-1969. 2 vols.

Vol. 1 : 132 pp. \$ 2.35 (paper). Vol. 2 : 220 pp. \$ 2.35 (paper)

Thirty-seven stories from sixteen Indian languages, including English, make up these two volumes. Brief notes on authors included in the volumes are provided.

Gordon C. Roadarmel, ed. and tr.

MODERN HINDI SHORT STORIES

Berkeley, University of California Press, 1975

224 pp. \$ 2.85 (paper)

Roadarmel, a gifted translator from Hindi, has put together a collection of fifteen stories from as many writers. Many depict middle class educated city dwellers, bound in tradition but caught in a changing world. The prevalent theme is alienation; the emotional and physical settings are distinctly North Indian.

Rabindranath Tagore

HUNGRY STONES AND OTHER STORIES

New York, AMS Press, 1916

271 pp. \$ 10.00

Tagore was a poet, dramatist, novelist, and short story writer. In this representative collection of his stories, the subject matter is the obscure life, petty miseries, ordinary failures, nobility of character, and stoicism of the people of India. Partially autobiographical glimpses of a sensitive childhood may also be found in some of the stories.

Modern Poetry and Drama

Aijaz Ahmad, ed.

GHAZALS OF GHALIB; VERSIONS FROM THE URDU

New York, Columbia University Press, 1971

174 pp. \$ 3.95 (paper)

Ghalib, whose couplets are widely relished in northern India,

is the most celebrated of the nineteenth century Urdu poets. The contributors to this volume, seven well-known American poets, have made poetic interpretations from literal translations of selected poems by Ghalib. Their volume can be enjoyed both by the scholar and the generalist.

Asif Currimbhoy

SONAR BANGLA : A PLAY IN FOUR ACTS

Thompson, CT, InterCulture Associates, 1972

105 pp. \$ 4.80 (paper)

Currimbhoy is the foremost contemporary Indian playwright. The struggle by Bangladesh to secede from Pakistan is the theme of this moving play. Several other Currimbhoy plays are available from the distributor.

Nissim Ezekiel

**THREE PLAYS : NALINI, MARRIAGE POEM AND THE
THE SLEEPWALKERS**

Thompson, CT, InterCulture Associates, 1969

95 pp. \$ 4.00 (paper)

The plays, short and humorous, portray middle class urban life in India today.

Dilip Hiro

TO ANCHOR A CLOUD : A PLAY IN THREE ACTS

Thompson, CT, InterCulture Associates, 1972

96 pp. \$ 6.75 (paper)

This is an excellent historical play which uses as its theme the love of Shahjahan, the Mughal emperor and builder of the Taj Mahal, for his wife, Mumtaz Mahal.

P. Lal, ed.

MODERN INDIAN POETRY IN ENGLISH

Thompson, CT, InterCulture Associates, 1973

733 pp. \$ 10.00 (paper)

One hundred and thirty-two poets writing in English are included in this anthology. In a forty-four page introduction, Lal discusses the main themes of the poems included and the rationale for his choices. About seventy poets in short introductory essays discuss their creeds and the literary conditions

in India under which they have written. This comprehensiveness makes the anthology a highly desirable book to own.

Pritish Nandy, ed.

MODERN INDIAN POETRY

Thompson, CT, InterCulture Associates, 1974

234 pp. \$ 11.20

This is an ambitious anthology which includes poems of sixty-five leading poets from fourteen Indian languages. The emphasis is on protest and radical commitment.

Rabindranath Tagore

COLLECTED POEMS AND PLAYS OF RABINDRANATH TAGORE

New York, Macmillan, 1966 (1937)

446 pp. \$ 8.95

In addition to representative poems, eight of Tagore's plays are included in this collection. Of special interest are the plays **CHITRA** and **THE POST OFFICE**. **CHITRA** is a lyrical drama that deals with the enchantment of spring and its effect upon the senses. **THE POST OFFICE** has been repeatedly staged in India and abroad. It celebrates a child's curiosity and longing to get beyond the confines of home where he is restrained as a sick boy; in so doing Tagore recalls his own sheltered childhood.

Rabindranath Tagore

GĪTĀNJALĪ (SONG OFFERINGS): A COLLECTION OF PROSE TRANSLATIONS MADE BY THE AUTHOR FROM THE ORIGINAL BENGALI

New York, Macmillan, 1971 (1913)

101 pp. \$ 1.45 (paper)

Perhaps the greatest song writer and lyrical genius that India has produced in the twentieth century, Tagore wrote over 2,000 poems and 1,400 songs, in addition to a number of short stories, novels, and essays. In **GĪTĀNJALĪ** Tagore celebrated his communion with God in traditional Hindu bhakti spirit. His

mellifluous musing, vague sweetness, and yearning for spiritual ecstasy have a greater impact on the young than on the mature.

Literary Surveys and Anthologies

John B. Alphonso-Karkala, ed.
ANTHOLOGY OF INDIAN LITERATURE
Baltimore, Penguin, 1971
630 pp. Out of print

The representative anthology includes selections from Sanskrit, Pali, Tamil, Bengali, and other regional languages from Vedic times to the twentieth century. Judicious critical comments precede each selection.

Edward C. Dimock, Jr. and others
THE LITERATURES OF INDIA : AN INTRODUCTION
Chicago, University of Chicago Press, 1975
265 pp. \$ 12.50

A topical comprehensive review of the representative genres of Indian literature written by six specialists. A wealth of information is supplied about the literary forms and languages of the Indian subcontinent. Excerpts in translation have been provided to clarify themes. A concluding chapter concerns the modern film.

K.R. Srinivasa Iyengar
INDIAN WRITING IN ENGLISH : POETRY, FICTION, DRAMA
New York, Asia Publishing House, 2nd rev. ed., 1973
761 pp. \$ 11.00 (paper)

This is a comprehensive review of the literary output of Indian writers in English during the last 150 years. The poets, Tagore, Aurobindo, and Sarojini Naidu; the dramatists, especially Tagore and Aurobindo Ghose; the novelists from Mulk Raj Anand to Desani and others; and the political writers, especially Gandhi and Nehru, have been subjected to critical literary scrutiny.

Biography and Autobiography

Ajit Bhattacharjea

JAYAPRAKASH NARAYAN : A POLITICAL BIOGRAPHY

Columbia, MO, South Asia Books, 1975

240 pp. \$ 8.50

A brief biography of the last remaining giant of the Indian freedom movement and leader of the anti-Congress coalition that swept Indira Gandhi from power in the 1977 elections. Bhattacharjea, a prominent journalist, argues that Narayan, a former Marxist turned Gandhian, could have been Nehru's successor as prime minister of India but chose instead to follow the apolitical Vinoba Bhave at a critical time in Indian politics. J.P.'s return to active politics in 1974 forms the key portion of this biography written prior to the 1975 Emergency.

Nirad C. Chaudhuri

THE AUTOBIOGRAPHY OF AN UNKNOWN INDIAN

Berkeley, University of California Press, 1968 (1951)

506 pp. \$ 10.95

The personal story of an exceptional Indian intellectual who describes his boyhood experiences and philosophical conclusion. Autobiographical information is used to make some startling comments about Indian nationalism and Hindu culture. Much less attention is given to adult experiences. In a concluding essay on the course of Indian history through the ages, Chaudhuri dismisses as superannuated folly the notion that the Hindu civilization can be revived.

Mohandas Karamchand Gandhi

**AUTOBIOGRAPHY : THE STORY OF MY EXPERIMENTS
WITH TRUTH**

Boston, Beacon Press, 1957 (1927-29)

528 pp. \$ 5.95 (paper)

Written by Gandhi during his imprisonment by the British in the 1920s, this extraordinary autobiography first appeared serially in Gandhi's weekly newsmagazine. Though the autobiography does not cover the last twenty-five years of his life when Gandhi stood at his political zenith, this is a remarkable

book of personal confessions that contains a frank discussion of his human weaknesses.

Ved Mehta's finely written study of the life and work of Gandhi and of some of his disciples (MAHATMA GANDHI AND HIS APOSTLES, New York, Viking, 1976, 260 pp., \$ 14.95) provides a current assessment of the destiny in India of Gandhi-ism. This work first appeared as a series of articles in THE NEW YORKER.

Balkrishna G. Gokhale
ASOKA MAURYA
Boston, Twayne, 1966
194 pp. \$ 6.95

A useful biography of India's great ruler that examines the impact of his polity on succeeding generations. Gokhale is at his objective best in describing the transformation of a king, bent upon conquest at any price, into a semi-ascetic Buddhist royal patriarch who imparted a highly ethical idiom to India's imperial politics.

Sarvepalli Gopal
JAWAHARLAL NEHRU: A BIOGRAPHY. Vol. I, 1889-1947
Cambridge, MA, Harvard University Press, 1976
398 pp. \$ 17.50

This official biography of India's first prime minister is being written by a distinguished Indian historian. The first volume covers the period to 1947 when the British transferred power to the Nehru government. The volume is well written and well documented, but essentially partisan; Nehru's heroes and villains are Gopal's heroes and villains. The failure of Nehru to understand Muslim separatism is glossed over. The book contains a remarkable, full-length discussion of the life of Kamala, Nehru's wife.

Krishna Kripalani
TAGORE : A LIFE
New York : International Publications Service, 2nd rev. ed.,
1971
280 pp. \$ 8.50

This is a fine, well-balanced biography of India's Nobel

Laureate in Literature. Kripalani covers many facets of Tagore's life: his involvement in Indian politics, his educational philosophy, his search for the meeting of East and West, his objections to Gandhian nationalism, and his loneliness both as a child and as the senior statesman of India in his old age. The author fully explores the range of Tagore's art and provides judicious critical comments on, and excellent new translations of, his multifaceted writings.

R.K. Narayan

MY DAYS: A MEMOIR

New York, Viking, 1974

192 pp. \$ 8.95

This autobiography of India's foremost story writer is more a recollection of boyhood in India than a full length account of his life. Narayan keeps his adult life private. There are well honed stories in the second half of the book and much information is provided about Narayan's excursions in the occult. Though an incomplete autobiography, it is well worth reading.

Prakash Tandon

PUNJABI CENTURY, 1857-1947

Berkeley, University of California Press, 1968

256 pp. \$ 2.95 (paper)

An altogether satisfying autobiography of an Indian business executive who provides a detailed account of middle class Punjabi life over three generations. The information provided about his family is so detailed and so accurate that the book constitutes solid anthropology. The account of charming moves and counter-moves required in arranging a betrothal and marriage is superb. Also of interest is the apology that India's educated middle class provided for the often denigrating impact of British rule.

THE ARTS

Contributions from Niharranjan Ray of the University of Calcutta, Anand Krishna of Benares Hindu University, Marie Joy Curtiss of Syracuse University, Mohan Khokar of Sangeet

A Basic Bibliography

Natak Akademi, and Farley Richmond of Michigan State University have been incorporated into this section.

Art History

Ananda K. Coomaraswamy

HISTORY OF INDIAN AND INDONESIAN ART

New York, International Publications Service, 1972 (1927)
(hard ed.)

New York, Dover (paper ed.)

432 pp. 400 illus. 9 maps \$ 15.00 (hard) \$ 5.00 (paper)

This well illustrated standard work, written by a pioneer historian of Indian art and published fifty years ago, covers the entire range of Indian and Indonesian sculpture, painting, bronzes, terracottas, and architecture from pre-Mauryan times to the medieval period. The term "Indonesian" is used to include the areas in Asia which experienced the penetration of Indian art. The Mughal school of painting and architecture is omitted.

Roy C. Craven

A CONCISE HISTORY OF INDIAN ART

New York, Praeger, 1976

252 pp. 200 illus., 30 in color \$ 6.95 (paper)

A noted American museum director and professor of art history reviews for nonspecialists the whole of the art of India from the third millenium B.C. Harappan finds through the eighteenth century minature painting schools. By means of the illustrations, which appear on almost every page of the book, and the text, which interprets them, the author guides the reader through the main periods, major forms, and some outstanding examples of Indian art. An excellent survey for students and generalists.

Hermann Goetz

ART OF INDIA

New York, Crown, 1959. (Art of the World Library)

275 pp. 60 color pls. \$ 6.95 (text ed.)

The author, formerly director of the Baroda Museum, surveys the art of India as the cultural expression of its particular socio-

historical reality. He rejects the traditional view that Indian art is exclusively religious and mystical. The text is relatively brief and therefore more handy than other larger surveys, but the illustrations are too few to give a comprehensive idea of the rich and varied treasures of Indian art and architecture. Suitable for young adults.

Sherman E. Lee

A HISTORY OF FAR EASTERN ART

New York, Abrams, rev. ed., 1973 (hard ed.)

Englewood Cliffs, NJ, Prentice-Hall (text ed.)

532 pp., 656 figs., 60 color pls. \$ 25.00 (hard) \$ 15.95 (text ed.)

This beautifully produced, simply written book by a noted art historian, director and curator of Oriental Art of the Cleveland Museum of Art, is an introductory survey of Asia's prominent art forms and styles. Sherman Lee traces for college art students and interested laymen the history of the traditional arts of Eastern Asia, their relationship one to another, and their place in the cultural heritage of the world. Eastern Asia here includes Asia from the subcontinent to Japan. The Indian art story is told primarily through the art of the Indus Valley civilization, the rise of early Buddhist art which led to the international Gupta style, and the creation of the various "national" Hindu art styles. Modern art is omitted as outside the province of traditional Asian art. A profuse use of fine illustrations enables the reader to grasp easily the nature and relationship of creative East Asian art.

Niharranjan Ray

AN APPROACH TO INDIAN ART

Columbia, MO, South Asia Books, 1974

299 pp. \$ 11.50 \$ 6.50 (text ed.)

The book derives its inspiration from the pioneering work of Ananda K. Coomaraswamy, but draws considerably away from him as well as from Kramrisch, Zimmer, and others. It speaks for a more humanistic, social, and aesthetic approach to the study of Indian art than the religious, symbolical, intellectual approach which has traditionally dominated the field. The author argues that Indian art objects are not only illus-

trative materials of Indian religions, of religious myths and symbols, and of the iconography of gods and goddesses of various sects; they are also valid and potent as objects of art and for their meaningful appeal to the human senses and the mind. For advanced students.

Benjamin Rowland

THE ART AND ARCHITECTURE OF INDIA: BUDDHIST, HINDU, JAIN

New York, Penguin, rev. ed., 1967 (1953). (Pelican History of Art Series)

289 pp. 216 monochrome pls. 49 drawings \$ 25.00 \$ 8.95 (paper)

An authoritative, lucid, beautiful illustrated history of the Buddhist, Hindu, and Jain art of India that is the most satisfying single volume on the subject. It is a connected narrative, not unduly burdened by archaeological and iconographical details. The author includes the impact of Graeco-Roman art on the art of India and surveys the influence of Indian art in Turkestan, Tibet, Nepal, Sri Lanka, Burma, Cambodia, and Java.

C. Sivaramamurti

THE ART OF INDIA

New York, Abrams, 1977

604 pp. 1,175 illus., 180 in color \$ 75.00

The author of this forthcoming volume, due for publication in July, 1977, is the former director of the National Museum in New Delhi and a major interpreter of Indian art to Western audiences. The work will undoubtedly find an immediate place on library shelves.

Heinrich Zimmer

THE ART OF INDIAN ASIA: ITS MYTHOLOGY AND TRANSFORMATIONS

Completed and compiled by Joseph Campbell

Princeton, NJ, Princeton University Press, 2nd ed., 1960, 2 vols.
Vol. 1 : 490 pp. 48 pls. Vol. 2 : 19 pp. 614 pls. \$ 60.00 boxed set

Zimmer views Indian art as a reflection of Indian myths and philosophy and thus narrates the story of Indian art in the context

of the basic sources and urges of India's life and thought through the ages. The introductory chapters of the text are an interesting, meaningful elucidation of the fundamental symbols and themes of Indian art and their manner of articulation. The work contains an enormous number of exquisite, large-size reproductions of objects of Indian sculpture, architecture, and painting with particular emphasis on sculpture. This is a book of classic proportions worthy of inclusion in every library.

Architecture and Sculpture

Jaya Appasamy

AN INTRODUCTION TO MODERN INDIAN SCULPTURE

(Indian Council for Cultural Relations Monographs)

New York, International Publications Service, 1970

100 pp. 60 color pls. 90 b/w illus. \$ 9.50

Jaya Appasamy, artist and art critic, is editor of contemporary art publications at the Lalit Kala Akademi, the national academy of art. This concise account of the story of modern Indian sculpture from about 1900 to 1970 covers the British influenced monumental art, the beginnings of modern sculpture about 1935, and the later regional schools. All the important sculptors are included as well as some of the promising younger talents.

Percy Brown

INDIAN ARCHITECTURE

New York, International Publications Service, 5th ed., 2 vols.

Vol. 1 : **BUDDHIST AND HINDU PERIODS** 1965. 216 pp.

164 monochrome pls. \$ 17.00

Vol. 2 : **ISLAMIC PERIOD** 1968. 161 pp. 125 monochrome pls.

\$ 17.50

The two volumes provided an objective historical study of the religious and civil architecture of India from the earliest recorded times to about the middle of the nineteenth century. The coverage is comprehensive not only with regard to the monuments spread all over the country, but also with regard to the various forms and styles in which they are conveniently grouped. The volumes, however, are poorly laid out, printed, and illustrated except

for the excellent sketches and drawings which help explain the architectural problems and feature.

Stella Kramrisch
INDIAN SCULPTURE

London and Calcutta, Y.M.C.A., 1933

240 pp. 116 figs. on 50 monochrome pls. Out of print

One of the earliest writings of Stella Kramrisch, this small significant book is the first meaningful, and still unsurpassed, study of the history of the evolution of form of Indian sculpture, of the sequences of its historical change, and of its regional variations from the Indus Valley civilization to about the end of the seventeenth century. The book has been out of print for a long time, but it is worth searching for in university and museum libraries.

Stella Kramrisch
INDIAN SCULPTURE IN THE PHILADELPHIA MUSEUM OF ART

Philadelphia, University of Pennsylvania Press, 1961

188 pp. 61 monochrome pls. \$ 12.00

Stella Kramrisch, curator of Indian art of the Philadelphia Museum of Art, discusses in this catalogue the religious, speculative, and abstract ideas which conditioned and determined the aesthetic values of traditional Indian sculpture. Displaying the Philadelphia Museum's rich and representative collection, the book affords a nearly connected historical narrative of the iconography and art of Indian sculpture.

Debala Mitra
BUDDHIST MONUMENTS

New York, International Publications Service, 1971

315 pp. 142 b/w pls. 21 line drawings 2 maps \$ 27.50

An exhaustive, authoritative, elegantly produced account of the Buddhist sites and monuments of India. Laymen and specialists alike will find this work a most important reference source for the study of Indian Buddhist art, archaeology, and iconography. All the sites and monuments of India, Pakistan, and the Nepalese Terai are described in detail and are arranged regionally.

Painting

Jaya Appasamy

ABANINDRANATH TAGORE AND THE ART OF HIS TIMES

New Delhi, Lalit Kala Akademi, 1968

110 pp. 27 b/w pls. 14 color pls. \$7.20

The author discusses in this general account of the development of Indian art from 1895 to 1947 the various historical and social forces of the period and the art and character of the Bengal School. (The academic British style of the government art schools is not included.) The continuation of the school in the work of Binode Behari Mukherjee and others is dealt with as well as the important pioneering styles of Rabindranath Tagore, Gaganendranath Tagore, Amrita Sher-Gil, and Jamini Roy. She shows that the whole period had certain common characteristics and was typical of the times. The body of art is important as the precursor of modern Indian art.

Douglas E. Barrett and Basil Gray

PAINTING OF INDIA

Lausanne, Skira, 1963

213 pp. 83 color pls. Out of print

This work, superb in its text and reproductions, is a connected history of Indian painting from the earliest Ajanta wall paintings to the late Pahari schools. Early chapters deal with Hindu and Buddhist wall paintings and pre-Mughal Muslim paintings, but two-thirds of the book is devoted to Mughal and post-Mughal paintings. The author's elaborate attempt to date the paintings makes the work especially useful to specialists.

MONOGRAPHS ON CONTEMPORARY ARTISTS

New Delhi, Lalit Kala Akademi

40 pp. each Apprx. 40 b/w and 4 color pls. each 50¢, 75¢ or \$1.20 each (paper)

A series of monographs of single artists and their work, some autobiographical. Each monograph contains a short introduction and many plates.

Bendre Ravi Varma Chavda Hebbbar

50¢ each

A Basic Bibliography

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Haldar P. Das Gupta Paniker Ramkinker Husain 75¢ each
 Dhanraj Bhagat Amrita Sher-Gil Chintamani Kar
 Sailoz Mookherjea K. Sreenivasulu B. B. Sanyal Ram Kumar
 Satish Gujral A. M. Davierwalla Jamini Roy Krishna Reddy
 G. N. Tagore Binode Behari Mukherjee Ara Gopal Ghose
 S. G. Thakur Singh K. Venkatappa Sankho Chaudhuri
 Laxman Pai D. P. Roy Chowdhury P. V. Janakiram
 \$1.20 each

P. R. Ramachandra Rao
MODERN INDIAN PAINTING
 Madras, Rachana, 1953
 100 pp. 200 b/w and color illus. Rs. 37.50

CONTEMPORARY INDIAN ART
 Available New Delhi, UBS Publishers' Distributors Ltd., 1976
 (1969)
 60 pp. 174 b/w and color illus. Rs. 87.50

In these two books the author, a well known Indian journalist and art critic, traces the evolution of modern Indian art from Abanindranath Tagore and the Bengal School (approximately 1900) into the 1960s. The first book is concerned exclusively with painting and artists up to the early 1950s. He divides the painting of the period into various schools such as the Shantiniketan school, the Western school, and regional groups. The art of this period is seen to be very miscellaneous and the author is not selective, though the large number of illustrations help us to understand the general range. Short notes are given on the major painters, many of whom later developed their styles and became nationally and internationally famous.

The second volume is a continuation of the earlier work, but deals also with sculpture and graphics. Artists have been arranged chronologically. Short critical and biographical notes follow a general introduction. Much of the emphasis is on artists who have come into prominence since India's independence, among them Amrita Sher-Gil, Jamini Roy, M. F. Hussain, and Avinash Chandra. A conspicuous shortcoming is the lack of dates for most of the paintings. Considering the amount of work in progress in all of India, the selection of works must be regarded as limited.

M. S. Randhawa

KANGRA PAINTINGS OF THE BEHARI SAT SAI

Thompson, CT, InterCulture Associates, 1968

87 pp. 19 color pls. 20 b/w pls. \$13.50

KANGRA PAINTINGS ON LOVE

Thompson, CT, InterCulture Associates, 1962

209 pp. 26 color pls. 89 b/w pls. \$15.00

KANGRA RAGAMALA PAINTINGS

Thompson, CT, InterCulture Associates, 1971

88 pp. 19 color pls. 79 b/w pls. \$15.00

KANGRA VALLEY PAINTINGS

Thompson, CT, InterCulture Associates, 1968

67 pp. 65 color pls. \$15.00

This series of books on Indian paintings from schools of the Punjab hills is recommended for those who are newcomers to Indian art. Dr. Randhawa provides the background of the school portrayed in each volume, giving information useful to the generalist. The color plates have been developed directly from the original paintings and are of exceptionally good quality.

C. Sivaramamurti

SOUTH INDIAN PAINTINGS

Thompson, CT, InterCulture Associates and New York, International Publications Service, 1968

174 pp. 53 color pls. 35 monochrome pls. 20 line drawings \$36.00

This definitive, detailed work by the longtime director of the National Museum, New Delhi, presents a history of the regional styles and periods of development of South Indian painting from the time of the first century B. C. Shatavahana dynasty to the modern school. The mural paintings of the Pallava, Chalukya, and Chola dynasties are particularly emphasized, the author providing a rich background of iconographic identifications. He also draws interesting parallels between art motifs and literary motifs derived from Sanskrit literature or inscriptions, between Ajanta wall paintings and Amaravati carvings, between Badami Murals and the Mamallapuram carvings. The plates might have

been better handled to enable the student to understand the grandeur of the paintings as well as their details.

Stuart C. Welch

**THE ART OF MUGHAL INDIA : PAINTING AND
PRECIOUS OBJECTS**

(The Asia Society Series)

New York, Arno, 1975 (1963)

179 pp. 107 pls. \$32.00

In this catalogue of an exhibition of Mughal paintings and related crafts at the Asia House Gallery, the author has selected pieces so that a complete picture of Mughal art, chiefly painting, is presented. Sections on each important epoch of this court style stretching over three hundred years detail the political and cultural backgrounds of the paintings and demonstrate the qualities of the various schools.

Stuart C. Welch

**A FLOWER FROM EVERY MEADOW : INDIAN
PAINTINGS FROM AMERICAN COLLECTIONS**

New York, The Asia Society, 1973

Available from John Weatherhill, Inc., New York

144 pp. 91 illus. \$17.50

This exhibition catalogue of the Asia House Gallery is a history of Indian painting from the fifteenth century to the early twentieth century. The text discusses the content and style of Mughal, Rajput, Ahmednagar, Bijapur, and Golconda paintings and also paintings done under British patronage. The superb reproductions include gods and men, animals and nature.

Music

B. Chaitanya Deva

INDIAN MUSIC

New Delhi, Indian Council for Cultural Relations, 1974

172 pp. line drawings and sketches Rs. 35.00

AN INTRODUCTION TO INDIAN MUSIC

Thompson CT, InterCulture Associates, 1973

130 pp. 28 b/w illus. \$3.00

The better of these two books written for the nonspecialist is

the first. It contains much informative material on the rhythmic and melodic elements of Indian music and careful, understandable descriptions of the musical instruments used in India. The text of the second work gives good information on theory and performance styles and describes some of the famous South Indian composers. The illustrations show the playing positions for the major instruments used in Indian classical music.

Walter Kaufmann

THE RĀGAS OF NORTH INDIA

Bloomington, Indiana University Press, 1968

640 pp. \$25.00

THE RĀGAS OF SOUTH INDIA

Bloomington, Indiana University Press, 1976

832 pp. \$25.00

The author analyzes hundreds of ragas of North and South India and gives their details in Western notation, making these books necessities for serious students of Indian music. The introduction to the first volume gives a concise explanation of the Indian musical system. Time-theory is included. Ragamala paintings are used as illustrations. These are excellent reference volumes for libraries.

S. Krishnaswami

MUSICAL INSTRUMENTS OF INDIA

Thompson, CT, InterCulture Associates, rev. ed., 1967

56 pp. 16 pp. of b/w illus. \$2.50 \$1.00 (paper)

This is the best readily available single source for descriptions of Indian musical instruments. About fifty-eight classical and folk instruments are described briefly. The introductory section describes the historical background and cultural use of the instruments in India.

Raghava R. Menon

DISCOVERING INDIAN MUSIC

New York, International Publications Service, 1973

87 pp. 10 pp. of b/w illus. \$6.75

In an approach that is refreshing, informative, and pleasant reading, the author captures the essence of the meaning of Indian

music. He explains the main technical differences between the North and South Indian systems. Instruments and players are shown in the illustrations.

Ravi Shankar

MY MUSIC, MY LIFE

New York, Simon & Schuster, 1968

153 pp. b/w illus. \$2.95 (paper)

This autobiographical account by India's best known and universally acclaimed musician discusses his musical heritage and provides basic information about the history, theory, and instruments of Indian music. The description of his childhood in Banaras and his utter devotion to his music teacher are delightful. A manual for sitar explains both the melodic and rhythmic systems for playing the instrument. The introduction by Yehudi Menuhin provides an excellent appreciation of the performing art of sitar playing. Recommended for general use.

Dance

Faubion Bowers

THE DANCE IN INDIA

New York, AMS Press, 1953

175 pp. 10 pp. of b/w illus. \$10.00

The chapters in Faubion Bowers' book that describe Bharata Natyam, Kathakali, and Manipuri dance are highly communicative and dependable, those on Kathak and folk dances rather pedestrian. The photographs are few, mediocre, and not very helpful. Despite the detractions, this is one of the best books available on Indian dance and is an excellent first book for American students. It was written at a time when the revival of Indian dance was just finding its moorings, which explains why the work contains next to nothing on the Kuchipudi, Odissi, Kutiyattam, Chhau, and Yakshagana forms.

Clifford R. Jones and Betty True Jones

KATHAKALI: AN INTRODUCTION TO THE DANCE-
DRAMA OF KERALA

New York, Theatre Arts Books, 1970

116 pp. numerous illus. \$3.95 (paper)

The coverage of this excellent documentary introduction to the

Kathakali dance-drama of Kerala ranges from the making of a Kathakali dancer to the presentation of a full play. Costumes, make-up, dance and musical accompaniment, the use of *tala* and *raga*, acting techniques, the drama itself are all included. The book is lavishly illustrated and possesses a running commentary that makes the art come alive for the reader.

B. V. Narayanaswami Naidu, S. Naidu, and V. R. Pantulu
TANDAVA LAKSANAM OR THE FUNDAMENTALS OF
ANCIENT HINDU DANCING

New York, Heinman, 1971 (1936)

178 pp. numerous b/w illus. \$15.00

This unusual book draws from Bharata's ancient Sanskrit treatise, the NĀTYASĀSTRA, and from the East Gate sculptures of the Shiva Nataraja temple of Chidambaram. These small dance panels hold considerable interest for modern exponents of Indian dance. The 108 *karanas* (postures) are given in photographs and woodcuts, with the dance figure isolated from the small musical devas. Thus the arts of music, dance, and sculpture are united in one study. Of particular interest to dance and Indian civilization specialists.

Rina Singha and Reginald Massey

INDIAN DANCES : THEIR HISTORY AND GROWTH

New York, George Braziller, 1967

264 pp. 12 pp. of b/w illus. \$12.50

The vast information in this book, much of it based on material published elsewhere, is useful to those who are approaching Indian dance for the first time. Separate chapters are devoted to several forms of classical dance—Bharata Natyam, Kuchipudi, Kathakali, Kathak, Mohini Attam, Manipuri, and Odissi—and some (e.g. Yakshagana and Sattriya) are included that are often not treated in general books on Indian dance. The work suffers from lack of balance in the treatment of the various dance forms. The photographic illustrations add little to the subject.

Kapila Vatsyayan

CLASSICAL INDIAN DANCE IN LITERATURE AND THE
ARTS

New Delhi, Sangeet Natak Akademi, 1968

431 pp. 155 photographs Apprx. \$8.00

This very detailed, scholarly work on the place of dance in

classical Sanskrit literature and traditional sculpture is both analytical and evaluative. It deals also with the subject of aesthetics as relevant to Indian dance and with the general theory and technique of Indian classical dance. The photographs of sculptural representation give a comprehensive picture of the dance as found in ornamental stone imagery and in iconography.

A smaller and simpler treatment of Indian dance is the author's **INDIAN CLASSICAL DANCE** (Thompson, CT, InterCulture Associates, 153 pp., 87pp. of b/w photos, \$7.50).

Theatre

Som Benegal

A PANORAMA OF THEATRE IN INDIA

Bombay, Popular Prakashan, 1968

132 pp. Rs. 22.50

This attractive little book is a suitable introduction for the beginner to the Indian theatre from Sanskrit times through the contemporary theatre movement. Written by the editor of a theatre arts journal who has directed many plays in India, the book is unpretentious and the style lively.

Balwant Gargi

FOLK THEATER OF INDIA

Seattle, University of Washington Press, 1966

232 pp. illus. \$10.50

This is an excellent, entertaining study of the popular theatre of India despite its occasional glaring inaccuracies in factual detail. The emphasis is on regional variations; the author has chosen seven theatrical forms from North and Central India and two from South India. They include Jatra, Nautanki, Bhavai, Tamasha, Ramlila, Raslila, Therukoothu, Yakshagana, and Chhau. (It is questionable that Gargi is correct in characterizing the Chhau of northeast India as a form of theatre.) Easily the best illustrated book on Indian theatre, it combines art and literature in describing the staging, costumes, make-up, ritual, and pageantry associated with these folk performances.

Balwant Gargi

THEATRE IN INDIA

New York, Theatre Arts Books, 1962

245 pp. illus. Out of print

Written in a lively style, Gargi's book has long been one of the only general surveys of Indian theatre. It is now quite dated, but it is still important for its perceptive look at the origins and development of modern Indian theatre with which Gargi has been intimately involved as a teacher, producer, and playwright. Half the book and most of the illustrations are lavished on this topic. The major weakness of the study is its whirlwind coverage of Sanskrit drama.

Pramod Kale

**THE THEATRIC UNIVERSE : A STUDY OF THE
NĀTYASAŚTRA**

Thompson, CT, InterCulture Associates, 1974

196 pp. \$9.95

The NĀTYASĀŚTRA stands as the foundation of all modern speculation on the manner in which ancient Sanskrit plays were probably performed. Kale provides a sensible and enlightening interpretation of its meaning. His work should be used to expand and enrich the general factual information that may be gleaned from other sources. He unfortunately chose to exclude music and dance from his discussion, two essential ingredients necessary to a complete understanding of classical theatre practices.

Adya Rangacharya

DRAMA IN SANSKRIT LITERATURE

Bombay, Popular Prakashan, 2nd rev. ed., 1967 (1947)

229 pp. Rs. 20.00

Written by a well known Kannada playwright and former professor of Sanskrit, this book traces the development of classical Indian drama and the growth of dramatic technique and stagecraft. Teachers and students are likely to find this an adequate introduction to a remarkably beautiful and often profound body of literature. It is not necessarily the best of the several general studies published on the subject, but it is accessible and the revised edition is designed for beginning students rather than scho-

lars. Readers should have good knowledge of Indian culture due to the frequent use of Indian phrases and technical terms.

A. C. Scott

THE THEATRE IN ASIA

New York, Macmillan, 1973

289 pp. \$8.95

Chapter two of this Asia-wide account is devoted to Indian dance and theatre. Written in an enviable style, a judicious blend of wit and fact, this is the most articulate overview available. The work is designed for the "ordinary" reader and sets forth "the social circumstances surrounding theatre as much as theatre itself," thus permitting diversions into interesting sidelights concerning key events and personalities. Rather than presenting an abundance of factual material, the author concentrates on a few selected details. This leads to a highly personal and sometimes oversimplified view of the history and development of Indian theatre.

Decorative Arts and Crafts

Enakshi Bhavnani

DECORATIVE DESIGNS AND CRAFTSMANSHIP OF INDIA

New York, International Publications Service, 1969

109 pp. 175 pls. \$17.50

A handsomely illustrated book of designs and motifs found in fabrics, carpets, ceramics, pottery, wood carving, lacquer ware, jewelry, and many other crafts and decorative arts. A brief chapter discusses the symbolism in various traditional designs. Another examines how old modes of decoration have provided inspiration for modern designs. An excellent reference book.

Kamaladevi Chattopadhyay.

HANDICRAFTS OF INDIA

New Delhi, Indian Council for Cultural Relations, 1975

146pp. 20 color and 107 b/w pls. Rs. 60.00

Written by one of the leading experts on the traditional handicrafts of India, this book provides a perceptive introduction to the following crafts; earthenware, woodwork, stoneware, textiles,

metalware, jewelry, ivory, basketry and mat weaving, horn and *shola* work, toys and dolls, leather work, glass work, folk painting, and theatre crafts. The book is comprehensive in coverage and the information given about each craft is dependable, precise, and compact.

Kamaladevi Chattopadhyay

INDIAN CARPETS AND FLOOR COVERINGS

Thompson, CT, InterCulture Associates, 1969

68 pp. 15 color and 16 b/w pls. \$3.60

This elegant little volume contains interesting material on an ancient craft accompanied by several fine plates in color. The scholarship is lightly worn and combined with a fine aesthetic sense. For the beginner.

Shiv Nath Dar

COSTUMES OF INDIA AND PAKISTAN : A HISTORICAL AND CULTURAL STUDY

New York, International Publications Service, 1969

244 pp. 144 illus. \$22.00

A thoroughly documented study of South Asian sartorial styles from ancient times to the present. Considerable attention has been given to regional and communal variations in dress. A section of the book describes various dresses customarily associated with different musical ragas. An able survey for reference shelves.

Pupul Jayakar and John Irwin

Edited by Monroe Wheeler

TEXTILES AND ORNAMENTS OF INDIA, A SELECTION OF DESIGNS

New York, Arno Press, 1972 (1956)

95 pp. illus. pls. \$14.00

This brief book devoted to textile and ornamental artistry contains an essay by John Irwin on Indian textiles in historical perspective and another by Pupul Jayakar on fabrics in Indian life. Portrayed are superb examples of shawls, saris, embroideries, rugs, enamels, copper and brass vessels, metal filigree, ornaments, and toys. The illustrations, many in color, have been chosen with care. The value of the book is enhanced by an excellent bibliography by Irwin. For a general audience.

Rustam J. Mehta

**THE HANDICRAFTS AND INDUSTRIAL ARTS OF
INDIA: A PICTORIAL AND DESCRIPTIVE SURVEY
OF INDIAN CRAFTSMANSHIP AS SEEN IN MASTER-
PIECES**

New York, International Publication Service, 1960

155 pp. (text) 154 pp. (illus.) \$22.50

A sumptuous guide to twenty-five traditional arts and crafts from basket-weaving to jewelry with sections on bronzes, wood carving, papier mache, and ceramics. Each medium is treated in some detail and examples from ancient and modern periods have been provided. Specialists will find this a book of great durability.

Film

Erik Barnouw and S. Krishnaswamy

INDIAN FILM

New York, Columbia University Press, 1963

301 pp. \$12.00

The authors have surveyed the course of films produced in India from the first silent film in 1896 to the early days of Satyajit Ray. Attention has been given to the social forces which have influenced movie production, India's linguistic diversity, and government's severe censorship policies. The discussion of the art of Satyajit Ray is outstanding. Recommended for college libraries.

A more recent critical study of Indian films is Feroze Rangoonwalla's **SEVENTY-FIVE YEARS OF INDIAN CINEMA** (Thompson, CT, InterCulture Associates, 1975. 168 pp. \$10.00).

Kobita Sarkar

INDIAN CINEMA TODAY : AN ANALYSIS

Columbia, MO, South Asia Books, 1975

167 pp. \$9.00

The book explores the vast gap between the commercial and artistic films produced in India. The commercial market is dominated by the Hindi film with its inevitable happy ending, frequent songs and dances, unrealistic costume and backgrounds, and idealization of the values of the medieval village. The author analyzes the culture and impact of these films using as reference specific

films and particular scenes therein. The discussion of regional films, experimental movies, and the film society movement is brief. The author concludes that the possibility for films combining high artistic standards and mass appeal is remote in India.

PERSONAL ACCOUNTS

Charles Allen, ed.

PLAIN TALES FROM THE RAJ : IMAGES OF BRITISH INDIA IN THE TWENTIETH CENTURY

New York, St. Martin's Press, 1976

240 pp. \$12.95

An anthology of reminiscences of over sixty British men and women who lived in India in the Edwardian period up to independence. Both the conventional and the eccentric among them are portrayed. The recollections mostly cover day to day life, weather conditions, sports, sickness and disease, servants, and the supreme importance of rigid protocol. Taken together, they provide the best description imaginable to British society in twentieth century India.

James Cameron

AN INDIAN SUMMER

New York, McGraw-Hill, 1974

224 pp. \$8.95

A stunning, evocative book written by a distinguished journalist. It is a parade of memories of the happy time the author spent in India while traveling with his Indian bride. There are memorable sketches of Mrs. Cameron's enchanting relatives, of impossible Bombay during the rush hour, of the despairing horrors of Calcutta, of the unjustified self-importance of Delhi, and of the agreeable yet boring Madras. An excellent, compassionate travelogue.

Samuel Longhorn Clemens (*pseud.* Mark Twain)

FOLLOWING THE EQUATOR

New York, AMS Press, 1971 (1897)

712 pp. \$24.50

Mark Twain called his two and one-half month visit to India in 1896 an "excursion through heaven" and wrote this devastatingly

witty account of it and of the Indian cities, persons, life, and customs he encountered. His descriptions of Banaras ("the religious Vesuvius"), of thuggee and suttee, of Indian animals—especially crows and monkeys, of Indian princes, and of Christian missionaries are full of macabre humor. Of all places in the world it was only in India that he found all life to be sacred, except, of course, human life!

Judith Laikin Elkin

KRISHNA SMILED: ASSIGNMENT IN SOUTHEAST ASIA
Detroit, Wayne State University Press, 1972
268 pp. \$9.95

Ms. Elkin was a third secretary in the United States diplomatic corps in India assigned to collect books published in India for the Library of Congress. She traveled by car, train, and bus to remote parts of India. Unconventional and curious, she came to know India and Indians in a hilarious and unsentimental way.

Ved Mehta

DADDYJI

New York, Farrar, Straus and Giroux, 1972
195 pp. \$6.95

This brilliant author has given a warm portrait of his North Indian ancestors, especially of his ancestral family in the 1930s. The central character is Ved Mehta's physician father, a product of education in India and in Britain, and by temperament uncomfortable in his habits both as an Indian and as a European. The ambivalent impact of the West on India's cultural tradition is clearly indicated by the book's title. Though not as rich as Prakash Tandon's *PUNJABI CENTURY* (q.v.), Mehta's book is more personal and lively.

Frank Moraes and Edward Howe, eds.

JOHN KENNETH GALBRAITH INTRODUCES INDIA
New York, McGraw-Hill, 1974
232 pp. \$8.95

This handsome book is meant primarily for sophisticated travelers bound for India, but informs as well those who stay at home. The book's introduction is a stylish essay by John Kenneth Galbraith, former United States ambassador to India, who

emphasizes two Indias—the India of villages and the poor and the India of the affluent. Essays by Malgonkar (novelist), Khushwant Singh (essayist), Indrani (dancer), Moraes (journalist), Mulk Raj Anand (wide ranging *Literatus*), and others give an authoritative picture of the many worlds and contrasts of the vast country. There are over thirty-five color illustrations.

Edward Rice

THE GANGES : A PERSONAL ENCOUNTER

New York, Scholastic Book Services, 1974

189 pp. \$9.95

In this remarkable book Rice guides his readers through the diverse land of northern India traversed by its most sacred river. The book combines mythology and cosmology with historical and geographical descriptions of the river. Several interviews are intertwined with personal observations. The line drawings and other illustrations are most imaginative.

From India : Reading for Insight and Pleasure

Jean Johnson

Friends Seminary

New York City

One thing is clear: the most enjoyable means to the understanding of another culture is through the literature which represents that culture.

Edward C. Dimock, Jr.

Mulk Raj Anand

UNTOUCHABLE

Thompson, CT, InterCulture Associates, new ed., 1974 (1935)

181 pp. \$2.50 (paper)

A young sweeper, distraught over constant degradations imposed on him by his station in life, is offered three temptations: conversion to Christianity; Gandhi's vision of the Harijan; the flush toilet. Although this short novel almost becomes a tract against untouchability, readers invariably become involved, even enraged.

Manik Bandopadhyaya

THE PUPPET'S TALE

New Delhi, Sahitya Akademi, 1970

268 pp. Rs. 12.00

A study of Bengali village life which includes the conflict between the generations, between traditional ways and so-called modern urban attitudes, and between man and his fate. This work has dimensions of a psychological study not often found in Indian novels.

Tarasankar Banerjee

GANADEVATA (The Temple Pavilion)

Translated from Bengali by Lila Ray

Thompson, CT, InterCulture Associates, 1974 (1935)

255 pp. \$4.95 (paper)

The winds of change, though stirring, seem unable to affect

significantly the rhythm of life and belief in one Bengali village. Episodic in construction and very Indian in style, this is one of the great novels of village India.

Tarasankar Banerjee

PANCHAGRAM (Five Villages)

Translated from Bengali by Marcus Franda and Suhrud K. Chatterjee

Columbia, MO, South Asia Books, 1973 (1943)

348 pp. \$8.50

The author's second great novel describes the changing pattern of rural life in five villages when tenant farmers strike against unreasonable tax laws. The novel contains a wealth of memorable characters and vivid incidents and scenes.

Rajinder Singh Bedi

I TAKE THIS WOMAN

Translated from Urdu by Khushwant Singh

Thompson, CT, InterCulture Associates, 1967

103 pp. \$1.40 (paper)

A Punjabi village story of a widow who must remarry her husband's younger brother. Like the legendary Savitri, she saves her husband from death by the intelligent use of her powers.

Bhabani Bhattacharya

MUSIC FOR MOHINI

Thompson, CT, InterCulture Associates, 1964 (1952)

233 pp. \$2.75 (paper)

A modern Calcutta school girl moves on her marriage to her husband's village home and is plunged into a tradition which she does not fully understand. Excellent insight into arranged marriage customs.

Bhabani Bhattacharya

SHADOW FROM LADAKH

Thompson, CT, InterCulture Associates, 1969 (1966)

359 pp. \$ 3.00 (paper)

Set during the Chinese-Indian conflict of 1962, this novel provides insight into the seeming conflict between Gandhi's ideals and the realities of industrialization and modernization.

Bhabani Bhattacharya

SO MANY HUNGERS

Thompson, CT, InterCulture Associates, 1964 (1947)

215 pp. \$1.20 (paper)

A graphic account of the famine in Bengal during World War II and the official corruption and indifference which intensified suffering.

Deben Bhattacharya, tr.

THE LOVE SONGS OF CHANDIDAS

New York, Grove Press, 1970

172 pp. \$2.95 (paper)

Translations from Bengali bhakti (devotional) poetry, much of it devoted to Krishna. Students of romance cannot help but respond to these sensitively translated love poems.

Amiya Chakravarty, ed.

A TAGORE READER

Boston, Beacon Press, 1966

401 pp. \$4.95 (paper)

An excellent anthology of poems, short stories, essays, and sayings by Rabindranath Tagore. The editor is his former secretary.

Sarat Chandra Chattopadhyaya

CHANDRANATH

Translated from Bengali by Sachindralal Ghosh

Thompson, CT, InterCulture Associates, 1969 (1913)

101 pp. \$2.25 (paper)

On one level this famous Bengali novel exposes social customs which were unfair to women and some of the abuses of caste, fitting targets for this early social realist and reform writer of the Bengali renaissance. On another level the novel addresses the more serious human predicament: attachment to the world.

Sarat Chandra Chattopadhyaya

MOTHERS AND SONS

Translated from Bengali by Dilip Kumar Roy

Bombay, Pearl Publications, 1969

177 pp. Rs. 3.50

Both novelettes in this volume hold a mirror up to family life.

DELIVERANCE shows the jealousies and intrigues among the women in an extended family; THE COMPLIANT PRODIGAL, free of any psychological self-consciousness, depicts a spoiled brat, grossly indulged by his elder sister and despised by everyone else.

Ananda K. Coomaraswamy and M. E. Noble (Sister Nivedita)
MYTHS OF THE HINDUS AND BUDDHISTS

Gloucester, MA, Peter Smith, 1972

400 pp. \$6.00

An excellent introduction to many of the classic stories from the RĀMĀYANA, the MAHĀBHĀRATA, and the life of the Buddha.

Anita Desai

CRY THE PEACOCK

Calcutta, Rupa Paperbacks, 1970 (1963).

251 pp. Rs. 5.00

One of the few Indian psychological novels to date, this work portrays the breakdown of a wife whose tense sensitivity cannot find peace with her husband's cold detachment; she slowly becomes insane in the hot months of a Dehi summer. The author's VOICES IN THE CITY (Thompson, CT, InterCulture Associates, 1975 (1965), 257 pp., \$ 3.25 paper) treats a similar theme, the suicide of a woman unable to endure the cruelties of marriage, in-laws, and society itself.

Edward C. Dimock, Jr. and Denise Levertov, trs.

IN PRAISE OF KRISHNA : SONGS FROM THE BENGALI
Garden City, NY, Doubleday (Anchor), 1972

94 pp. \$1.95 (paper)

This collection of devotional poetry translated from the Bengali will stir the feelings of the reader be he sixteen or sixty.

T. Janakiraman

THE SINS OF APPU'S MOTHER

Translated from Tamil by M. Krishnan

Thompson, CT, InterCulture Associates, 1972

168 pp. \$2.35 (paper)

An interesting novel of South India showing the relationship

between an Indian son and his mother and the interaction of tradition and modernity within a family.

Ruth Prawer Jhabvala

AMRITA. New York, W. W. Norton, 1956

THE HOUSEHOLDER. New York, W. W. Norton, 1960.

THE NATURE OF PASSION. New York, W. W. Norton, 1957

Three excellent novels which capture life in present day New Delhi. The author has a keen eye and a biting wit. These novels are now out of print but worth seeking out.

Jhabvala's latest prize-winning novel, HEAT AND DUST (New York, Harper and Row, 1976, 181 pp., \$7.95), concerns two English women, living half a century apart, both devoured by India.

R. K. Laxman

YOU SAID IT

Bombay, IBH Publishing House, 6 vols.

105 pp. each Rs. 5.00 each

Laxman is perhaps India's leading cartoonist. There are now six volumes of YOU SAID IT and the cartoons in any and all of them give funny-sad insight into modern India.

Vyankatesh Madgulkar

THE VILLAGE HAD NO WALLS

Translated from Marathi by Ram Deshmukh

New York, Asia Publishing House, 1973 (1966)

170 pp. \$3.00 (paper)

An excellent short novel of a Maharashtrian shepherd's village and the way it functions as seen through the eyes of a government teacher.

Manohar Malgonkar

A BEND IN THE GANGES

Thompson, CT, InterCulture Associates, 1964

382 pp. \$3.20 (paper)

An exciting historical novel which traces events in India from 1935 through the agony of partition. Both violent and non-violent actions of freedom fighters are presented.

Kamala Markandaya

A HANDFUL OF RICE

Thompson, CT, InterCulture Associates, 1969

237 pp. \$2.45 (paper)

A moving novel about the demoralization of rural people by urban industrial life as they crowd into the cities in quest of work.

Narendranath Mitra

MAHANAGAR

Translated from Bengali by S. K. Chatterjee and Marcus Franda

Thompson, CT, InterCulture Associates, 1968

96 pp. \$2.40 (paper)

One of the few novels showing city life, MAHANAGAR is set in Calcutta and portrays a young wife seeking employment and a role outside that of her extended family.

R. K. Narayan

GODS, DEMONS, AND OTHERS

London, Heinemann, 1965

256 pp. £ 1.25 (paper)

A painless introduction to some of the best loved Indian classical stories retold with the loving irony that is Narayan's trademark. The illustrations are by R. K. Laxman.

R. K. Narayan

THE FINANCIAL EXPERT

New York, Farrar, Straus & Giroux (Noonday), 1959 (1952)

178 pp. \$2.50 (paper)

R. K. Narayan's novels are set in the imaginary town of Malgudi and "go nowhere" in a Western dramatic sense. Harmony may be broken temporarily but it is later re-established in these authentic, sympathetic, slightly ironic works. This novel concerns the private and public life of a money lender and is one of this leading novelist's best works.

R. K. Narayan

THE PAINTER OF SIGNS

New York, Viking, 1976

183 pp. \$8.75

His newest novel allows Narayan to meditate about the direction of contemporary Indian society.

R. K. Narayan

SWAMI AND FRIENDS

New York, Fawcett World, 1970 (1935)

179 pp. 75¢ (paper)

Here a young boy survives school, exams, even childhood during the independence movement. Highly recommended for junior high school students.

R. K. Narayan

WAITING FOR THE MAHATMA

New York, Farrar, Straus & Giroux (Noonday), 1975 (1955)

175 pp. \$2.45 (paper)

The hero is first attracted to Gandhi's cause because he is infatuated with one of the volunteers. Gradually it is the Mahatma who draws him.

K. Natwar-Singh, ed.

TALES FROM MODERN INDIA

New York, Macmillan, 1973

274 pp. \$2.95 (paper)

An outstanding collection of not-so-modern Indian short stories including classics such as K. Singh's "Karma," Anand's "The Barber's Trade Union," and Santha Rama Rau's "Who Cares." Premchand and Tagore are also included.

Neela Padmanabhan

THE GENERATIONS

Translated from Tamil by Kaa Naa Subramanyam

Thompson, CT, InterCulture Associates, 1968

192 pp. \$2.35 (paper)

Excellent insight into an extended family in Tamil Nadu with many ceremonies associated with family life described. The old grandmother's role, so central to many a child's nurture, is portrayed.

K. C. Panigrahi

A HOUSE UNDIVIDED

Translated from Oriya by Lila Ray

Thompson, CT, InterCulture Associates, 1973

148 pp. \$2.40 (paper)

A great Oriya novel which shows a village joint family attempt-

ing to stay together despite the intrigues of some of its members.

Premchand

THE WORLD OF PREMCHAND

Translated by David Rubin

Bloomington, Indiana University Press, 1970

228 pp. \$6.95

Outstanding translations of some of Premchand's best short stories which portray North Indian village life with empathy for those who suffer from ruthless exposure to exploiters, be they upper caste villagers or unjust social customs.

Balachandra Rajan

TOO LONG IN THE WEST

Thompson, CT, InterCulture Associates, 1961

193 pp. \$2.35 (paper)

A light funny work about an America-returned village girl who baffles her American DDT expert friend by submitting to village customs, including an arranged marriage.

Balachandra Rajan

THE DARK DANCER

Westport, CT, Greenwood, 1958

308 pp. \$14.25

Krishnan, England-returned, tries to reconcile Western individualism with dharma, personified and idealized in his wife. Her senseless death during partition riots finally lends meaning to his life.

Mohan Rakesh

LINGERING SHADOWS

Translated by Jai Ratan

Thompson, CT, InterCulture Associates, 1970

214 pp. \$1.80 (paper)

The old values and roles seem less than adequate, yet the new freedoms leave the characters dissatisfied. Is their search for values "active non-acceptance" of life or is it just immaturity and fantasy?

From India: Reading for Insight and Pleasure

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Santha Rama Rau
REMEMBER THE HOUSE
New York, Harper and Row, 1956
241 pp. \$10.00

The theme of arranged marriage vs. marriage by choice is explored in this book which contrasts life in Bombay as lived by the westernized, pseudo-sophisticated set with life in Malabar based on traditional values.

Nayantara Sahgal
THE DAY IN SHADOW
New York, W. W. Norton, 1971
236 pp. \$6.95

A novel that speaks with grace and clarity about the position of women in India.

Khushwant Singh
I SHALL NOT HEAR THE NIGHTINGALE
Thompson, CT, InterCulture Associates, 1970 (1959)
242 pp. \$3.25 (paper)

This novel provides useful insight into a Sikh family as well as the independence movement. The son is involved in anti-British terrorist activities while the father remains loyal to the Crown. The mother emerges as the real hero.

Rabindranath Tagore
CHATURANGA
Translated from Bengali by Ashok Mitra
Thompson, CT, InterCulture Associates, 1963
101 pp. \$4.95

One of his best novels, translated superbly.

Rabindranath Tagore
THE WRECK
Mystic, CT, Lawrence Verry, 1970 (1921)
414 pp. \$4.00 (paper)

A good example of Tagore's highly romantic style. A very Indian set of circumstances rules this love-in-separation theme.

Paramahansa Yogananda

AUTOBIOGRAPHY OF A YOGI

Los Angeles, Self Realization Fellowship, 11th ed., 1971 (1946)

591 pp. \$1.95 (paper)

A good introduction to what it is like to be a yogi in India.

Children's Literature

Michael S. Gerber and Suzanne H. Enbree

School of Education

Brooklyn College

Sharada Nayak and Mala Singh

Educational Resources Center

New Delhi

The study of different peoples and cultures has become an important part of elementary school curriculums. Development of conceptual programs in recent years has resulted in the opportunity to learn about India in the very earliest grades. It has become essential that elementary teachers have some background and that material presented to children be done so in an objective way that does not oversimplify complex issues. The emphasis in this chapter is upon children's literature, fiction and non-fiction, that can be used to introduce India to young children through interesting stories and legends. Literature may also be used with older children to supplement basic texts and units.

This is a selected list of over forty books about India for use in kindergarten through grade eight. The criteria for selection included: 1. representation of a variety of topics; 2. representation of India's great diversity and complexity; 3. the availability of books for elementary school teachers; 4. avoidance of stereotyped images about India and the development of an understanding and respect for the culture.

An attempt has been made to include titles in several areas: fiction, history, biography, the arts. While some of the books have weaknesses, they all have redeeming qualities which make them worthwhile for use with children. Titles include books published both here and in India.

The grade classifications for the books are suggested to encompass the widest possible use. Some have a kindergarten to grade eight listing. It is felt that certain books can be used at several grade levels. In kindergarten teachers might want to make use of

pictures or read to children. In the upper grades youngsters can use the books by themselves.

Annotated bibliographies and lists of children's books about India are available from several sources. The Information Center on Children's Cultures, United States Committee for UNICEF, 331 East 38th Street, New York, NY 10036 makes available annotated lists of children's books from other countries and has at present a list called "India K-4." A comprehensive bibliography, **CHILDREN'S BOOKS ON INDIA : AN ANNOTATED BIBLIOGRAPHY** has been published by the Educational Resources Center, New Delhi, India. It is available from the Center for International Programs and Comparative Studies, New York State Education Department. InterCulture Associates, Inc. regularly produces annotated lists of children's books from India that they select, import, and distribute. The Cellar Book Shop in Detroit also makes available annotated lists of the children's books from India that it stocks.

Daisy Aldan, comp.

POEMS FROM INDIA

Illustrated by Joseph Low

New York, Thomas Y. Crowell, 1969

160 pp. \$4.50 Grades 5-8

Included in this anthology are one hundred poems of ancient and modern India, from the north and the south, from Vedic hymns to works of internationally known contemporary poets. The introduction provides an excellent frame for comprehending the religious, historical, social, and literary contexts within which the various types of poetry developed. The modern poems represent the major language groups of presentday India. The translations are those of recognized scholars and translators. The illustrations, black and white, are more decorative than informative. One volume in Poems of the World Series.

AMAR CHITRA KATHA (Ageless Picture Stories)

New York, India Publications, Ltd.

32 pp. each 60¢ each; minimum order 10 copies Grades K-8

A comic book series in color that attempts to portray the lives of Indian historical personalities and to tell the mythological stories ever popular with Indian children. Presently more than eighty in the series, the books are uneven in quality. Since comics

have an appeal for young people, they might be used to interest students in the complete versions of the biographies or legends and in learning about Indian history through the lives of some famous Indians. Individual comics include such titles as **THE STORY OF THE BUDDHA**; **ASHOKA**, who made Buddhism the state religion; **MIRABAI**, one of the best in the series; **SHIVAJI**, the great Marathi warrior of the seventeenth century; and **GURU GOBIND SINGH**, the tenth and last Sikh guru, one of the few selections available to children about the Sikhs. The titles of all the comics may be obtained by writing India Publications, Ltd.

Ten classics have been collected in a hardcover volume called **A TREASURY OF INDIAN ILLUSTRATED CLASSICS** which includes **THE MĀHĀBHARATA**, **THE STORY OF RAMA**, **THE STORY OF KRISHNA**, **HANUMAN**, and others. (India Book House, Rs. 25.00)

Mulk Raj Anand

A DAY IN THE LIFE OF MAYA OF MOHENJO-DARO
Illustrated by Pulak Biswas

New Delhi, Children's Book Trust, 1968

24 pp. Rs. 1.25 Grades 3-5

This little book relates how Maya, a small girl, spent a day in Mohenjo-Daro, the most ancient of Indian cities, 3,000 years before the birth of Christ. Historical details regarding dress, food, and customs of those ancient times are woven into the narration with skill. An attractive format and appealing sepia-colored illustrations.

Mulk Raj Anand

MORA

Illustrated by Ruprecht Haller

New Delhi, National Book Trust, 1972

44 pp. Rs. 1.50 Grades K-3

One of India's better-known writers in English tells the story of a little elephant who is brought up by his widowed mother and warned of the pitfalls that await him, especially the greatest of dangers—Man. Written in lyrical prose, this book is most endearing. Illustrated in four colors.

Uma Anand

DUL-DUL THE MAGIC CLAY HORSE

Illustrated by Mario

Bombay, IBH Publishing House, 1968

59 pp. Rs. 3.00 Grades 3-5

A magic clay horse, Dul-dul, emerges from a potter's wheel and sets off to see the world. On the way he meets a mischievous pup, is teased by crows, befriends a baby squirrel who is forever getting into trouble, and encounters a gruff but kind-hearted goat and a little bird. Ultimately, Dul-dul sets up a home for all of them. Line drawing illustrations by Mario, India's famed cartoonist.

Uma Anand

THE ADVENTURES OF PILLA THE PUP

Illustrated by Mario

Bombay, IBH Publishing House, 1969

64 pp. Rs. 3.00 Grades 3-5

The sequel to DUL-DUL THE MAGIC CLAY HORSE, the central character of this book is the mischievous pup encountered earlier. We are also introduced to a new friend, the washerman's donkey, whose emotions and actions are always unpredictable and extreme. The magic clay horse, the gruff goat, the old potter, the little bird, and the baby squirrel are all in this book too. Illustrated with line drawings in a cartoon style.

Uma Anand

THE TALE OF LUMBDOOM, THE LONG-TAILED LANGOOR

Illustrated by Mario

Thompson, CT, InterCulture Associates, 1968

92 pp. \$1.00 Grades 3-5

A monkey with an unmanageably long tail and a fox with no tail swear eternal friendship. They have many adventures, but ultimately become heroes when they vanquish a python and a wolf, the two terrors of the jungle. Hilarious text and amusing line drawing illustrations.

Alfred Apsler

FIGHTER FOR INDEPENDENCE : JAWAHARLAL NEHRU

New York, Messner, 1963

191 pp. \$3.50 Grades 5-8

A very good biography of Nehru that includes a great deal

of Indian history. His life is traced from childhood in a wealthy Kashmiri brahman home to education in England, involvement with the Congress Party and the independence movement, and finally to the prime ministership and problems of post-independence India. Both history and culture are stressed. The Aryan invasions, caste, the Mughals, the British in India, Gandhi, and Jinnah are included. The reader is introduced to feast days such as Holi and Nehru's wedding is described. The style is interesting; parts are written in the present tense to involve the reader in the scene. Recommended for good readers. Glossary, bibliography, index.

Ellen C. Babbitt

JATAKA TALES

Illustrated by Ellsworth Young

Englewood Cliffs, NJ, Prentice-Hall (Appleton-Century-Crofts), 1912

92 pp. \$4.25 Grades 3-8

The Jatakas, or "Birth Stories," form part of the sacred history of Buddhism. The tales, known as early as the third century B.C., relate to the Buddha's former births as man, beast, or bird and demonstrate virtues such as kindness, compassion, and self-sacrifice. This volume contains eighteen tales and they are all quite brief. Some of the simplest ones such as "The Turtle Who Wouldn't Stop Talking" and "The Monkey and the Crocodile" can be read to very young children. Older children should be able to appreciate the messages of such excellent stories as "The Banyan Deer," "The Merchant of Seri," and "The Sandy Road." The illustrations do not really enhance the text.

Young readers might appreciate Nancy DeRoin's **JATAKA TALES** which appear in modern dress (New York, Dell, 1977, 88 pp. 95¢ paper).

Margaret R. Bhatti

HIMALAYAN ADVENTURE

Illustrated by Jagdish Joshi

New Delhi, Children's Book Trust, 1974

72 pp. Rs. 4.50 Grades 5-8

Three children spend a holiday in the mountains with a nature-loving friend of their parents. Besides witnessing an exciting leo-

pard hunt, they are caught up in a near-fatal adventure of their own making when they attempt to steal an eaglet. A well-written book by one who loves the mountains and their flora and fauna. The illustrations in two colors are very attractive.

Ruskin Bond

GRANDFATHER'S PRIVATE ZOO

Illustrated by Mario

Thompson, CT, InterCulture Associates, 1967

95 pp. \$1.00 Grades 3-5

In the style of Gerald Durrell, this book is about a young boy and a kind grandfather and the animals they befriend and keep, including a python, a monkey, and a chameleon. Funny, attractive illustrations by Mario.

Ruskin Bond

THE HIDDEN POOL

Illustrated by Arup Das

New Delhi, Children's Book Trust, 1966

63 pp. Rs. 2.25 Grades 3-5

An extremely attractive story about an English boy and two Indian boys whom he befriends. Their adventures, climaxed by a trek to a glacier, are grippingly told. Beautiful descriptions of nature include a pool in the forest where the three boys swim and discuss plans. This book is recommended as it explains various Indian customs to children unfamiliar with India and conjures up the atmosphere of the country effectively. The illustrations and the production, however, are mediocre.

Ruskin Bond

ONCE UPON A MONSOON TIME

Illustrated by Lakshmi Menon

New Delhi, Orient Longmans, 1974

73 pp. Rs. 5.00 Grades 5-8

A lovely, moving book written by a writer in India who possesses the rare ability to enter a child's world. A boy reminisces about his childhood: the gardener of the old palace in which he lived; an eccentric princess who had a weakness for chocolates with pink crunchy fillings; a young handsome dare-devil tonga driver;

his ayah who was a fount of superstitions; and the beautiful trees and flowers which were an essential part of his life.

Ruskin Bond

THE WORLD OF TREES

Illustrated by Siddhartha Banerjee

New Delhi, National Book Trust, 1975

64 pp. Rs. 1.50 Grades 5-8

This book introduces some of the common trees of India—the banyan, peepal, mango, semal, sal, mahua, various kinds of palms, the neem, dhale, champa, keekar, and the trees common to the Himalayas such as the deodar, pine, spruce, and fir. Besides telling us of the birds and insects which make their homes in these trees, the author describes the uses to which their wood, flowers, and leaves are put. He also mentions the myths which have grown around the trees. The two-color illustrations enhance an extremely charming book.

Marcia Brown

ONCE A MOUSE : A FABLE CUT IN WOOD

Illustrated by the author

New York, Scribner, 1961

30 pp. \$6.95 Grades K-3

A hermit saves a mouse being chased by a crow by turning it into a crow. He successively transforms the mouse into the type of animal that threatens it until it becomes a tiger. As a tiger, the mouse becomes proud and haughty only to be chided by the hermit. Displeased, the tiger plans to kill the hermit, but the hermit reads its mind and turns it back into a mouse. The mouse runs back to the forest forever, and the hermit returns to "thinking about big and little." The woodblock illustrations in deep yellow, red, and green are very attractive.

Laura Cathon

TOT BOTUT AND HIS LITTLE FLUTE

Illustrated by Arnold Lobel

New York, Macmillan, 1970

32 pp. \$4.50 Pre-school-grade 1

Little Tot Botut plays his new flute under a bo tree. The animals of the forest come out, intrigued by the music. The text has

a catchy, repetitive pattern with descriptive verbs of action that appeal to young children. The illustrations are colored in the cozy style associated with Lobel's illustrations.

Krishna Chaitanya

ROHANTA AND NANDRIYA

Illustrated by Pranab Chakravarty

New Delhi, National Book Trust, 1971

64 pp. Rs. 1.50 Grades 5-8

ROHANTA and NANDRIYA are two tales based on the Jatakas, stories from the previous lives of the Buddha. ROHANTA is the tale of a black buck who is intelligent, a loyal friend, and ultimately a kind and unselfish leader. The second story is about an adventurous monkey whose intelligence saves him and his friends from a wily crocodile, and whose courage and sacrifice win the respect of the king. These two stories clearly illustrate the compassion, wisdom, and gentleness associated with the Buddha. Pleasing illustrations in two colors.

Sumana Chandavarkar

CHILDREN OF INDIA

Photographs by Stella Snead

New York, Lothrop, Lee and Shepard, 1971

128 pp. \$6.50 Grades K-8

This is a very good introduction to the diversity of India through pictures. The black and white photographs, about one per page, are excellent. The book is organized around themes which are interesting to children all over the world: pets, games, holidays, schools, homes, travel. The many "faces" of India are constantly shown in the photos. Rural and urban, north and south, Hindu, Muslim, Parsi, and Catholic, Tibetans, Assamese, Gujaratis, and Rajputs are all depicted. The text is brief and written as a first person narrative by a middle-class Bombay boy. Appendix of facts about India, bibliography, index, map.

Manoj Das

BOOKS FOREVER

Illustrated by Sukumar Chatterji

New Delhi, National Book Trust, 1973

64 pp. Rs. 1.50 Grades 5-8

This volume attempts to introduce the child to ten of India's

great books—the Vedas, the Upanishads, the RĀMĀYANA, the MAHĀBHĀRATA, the Puranas, the TIRUKKURAL, the KATHĀ-SARIT-SĀGARA, the PANCHATANTRA, the Jatakas, and the ARTHA ŚĀSTRA—and gives a brief summary of the contents of each. The books covered demonstrate the range of ancient Indian scholarship and wide variety of subjects treated including philosophy, religion, poetry, fiction, and political science. Children totally unaquainted with India may need help with this book, but it is very well written and is highly recommended. Attractive two-color illustrations.

Manoj Das

STORIES OF LIGHT AND DELIGHT

Illustrated by Mario

New Delhi, National Book Trust, 1970

64 pp. Rs. 1.50 Grades 5-8

Nine folk tales taken from all over India are retold by a consummate storyteller and illustrate the wit and humor of the land. Here the good triumph and the wicked are exposed, the foolish meet the same end as the over clever, greed and pride have a fall, a young boy's determination overcomes what fate has in store for him, and two young girls learn that sharing brings real happiness. Appealing two-color illustrations.

Neela D'Souza

KARNA

Illustrated by Nandkumar M. Majumdar

Thompson, CT, InterCulture Associates, 1969

106 pp. \$1.00 Grades 3-5

This is the stirring, heart-wrenching tale of Karna, a core episode of the great MAHĀBHĀRATA epic. Vividly related by the author who weaves in the background of the MAHĀBHĀRATA, it is a story of friendship and unswerving loyalty. Karna was of royal birth, but he was brought up by a charioteer and never acknowledged by his mother. He suffered many slights because of his supposed low birth and only the eldest of the Kauravas offered him friendship. In gratitude Karna sacrificed his life for his friend, going to war against his own brothers. The illustrations, including four full pages, are in color.

Paul Galdone

THE MONKEY AND THE CROCODILE

Illustrated by the author

New York, Seabury Press, 1969

30 pp. \$6.95 Grades K-3

This tale of the monkey and the crocodile is the Indian counterpart of the little gingerbread boy. In this case the monkey outwits the hungry wily crocodile. The large vivid illustrations produce a gay effect.

Constantine Georgiou

RANI, QUEEN OF THE JUNGLE

Illustrated by Joan Sandin

Englewood Cliffs, NJ, Prentice-Hall, 1970

32 pp. 95¢ (paper) Grades K-3

Krishna, a little boy who lives in a palace, is given permission to keep a tiger cub as a pet. A holy man who sees her says she is to be called Rani, Queen of the Jungle because she is as beautiful as the lilies. Rani grows, and at the end of the rainy season she floats away from the river palace to become the queen of the jungle. The illustrations are done in the manner of Indian miniature paintings, in full rich colors.

Rhona Gbate

JIM CORBETT AND HIS TIGERS

Illustrated by Jeffrey Fowler

Bombay, IBH Education Trust, 1974

64 pp. Rs. 3.00 Grades 5-8

Tales of man-eating tigers and leopards that Jim Corbett, famous shikari of India, stalked and killed. Many interesting side-lights on nature and animals are revealed in the telling of the stories. It was Jim Corbett's intimate knowledge of the jungle and its inhabitants—their habits, calls, footprints, likes and dislikes—that were responsible for his success. Illustrated with pencil sketches in black and white.

Sonia Gidal and Tim Gidal

MY VILLAGE IN INDIA

Photographs in black and white by the authors

New York, Pantheon, 1956

78 pp. \$5.69 Grades K-8

The life of nine year old Dhan (Little Rice Plant) is depicted

in this book. One learns about the life of a boy in southern India. The text is lengthy, but the photographs are plentiful and very informative, so that the book lends itself to inspection as well as to reading.

Shirley Glubok

THE ART OF INDIA

Designed by Gerald Nook

Special photography by Alfred A. Tamarin and Carol Guyer
New York, Macmillan, 1969

48 pp. \$5.95 Grades 5-8

This very good book about Indian art contains excellent photographs illustrating the artistic accomplishments and traditions of India's civilization. A variety of art forms are presented including paintings, sculpture, stupas, and temples. A brief but concise text accompanies the photographs. It begins with the seals of the Indus Valley civilization of Harappa and Mohenjo-Daro, treats Buddhism through the caves and paintings of Ajanta and the stupa at Sanchi, and shows Hindu achievements through magnificent temples at Ellora, Konarak, Khajuraho, and the shore temple at Mamallapuram. The MAHĀBHĀRATA and RĀMĀYANA epics are described through paintings.

Uma Shankar Joshi

STORIES FROM BAPU'S LIFE

Illustrated by Mickey Patel

New Delhi, National Book Trust, 1973

32 pp. Rs. 1.50 Grades 5-8

Nine short simple anecdotes from the life of Gandhi which illustrate his personality and thought: his faith in God, his love for truth, his affection for children and the poor, his firmness, and his unusual theories on education. The illustrations and production enhance the worth of this book.

Rudyard Kipling

KIM

Illustrated by J. W. McDaniel

Garden City, NY, Doubleday, 1966 (1900)

327 pp. \$4.50 Grades 7 and up

A story of an Irish soldier's son that gives the reader an insight

into the British India of Kipling's time. Kim has grown up as an orphan and is as Indian as the Indians. He becomes involved in one adventure after another as he accompanies a Tibetan Buddhist on a pilgrimage. This famous novel is not easy reading and is recommended for very good readers. A prior knowledge of India would be helpful because there are no explanations of the various aspects of Indian history and culture that are such an important part of this book. Paperback editions are available also from Dell (\$1.25) and Airmont (60¢).

Beatrice Pitney Lamb

INDIA

Photographs

New York, Macmillan, 1965

138 pp. \$4.95 Grades 5-8

A thorough history of India from ancient times to the mid-1960s. The book contains excellent black and white photographs. It should be kept in mind that some of the information is now dated. There is an emphasis on Indian culture and the author deals with Indian art, architecture, literature, music, and dance. A variety of religions are included—Hinduism, Buddhism, Islam, Sikhism, Jainism. India's governmental structure, its economic plans and problems, and city and village life are dealt with concisely and clearly. Many of the bibliography's recommended titles are suitable only for high school readers or above. Map and index.

Aroline Beecher Leach

THE MIRACLE OF THE MOUNTAIN

Illustrated by William Baum

Reading, MA, Addison-Wesley, 1969

44 pp. \$6.50 Grades K-5

When he was advanced in years, Purun Dass decides to give up home and fortune in order to withdraw and meditate. He settles in an abandoned shrine high in the Himalayas. The forest animals visit him regularly, as do the villagers from the neighboring valley who bring him food, though he continues to meditate. After a great storm he breaks his practice of never going to the valley, for he must warn the villagers that the mountain is falling. They heed his warning and go to the next hill. Once the

danger is past, they realize their lives have been saved by Purun Dass and they construct a new temple where he again has a place to think. The deep watercolors convey the atmosphere and the art of the Himalayas.

Hansa Mehta

THE PRINCE OF AYODHYA

Illustrated by Sukumar Chatterjee

New Delhi, National Book Trust, 1974

64 pp. Rs. 1.50 Grades 5-8

The story of the epic, the RĀMĀYANA, retold in dialogue form, which successfully brings alive those ancient times. The birth of Rama, his childhood and marriage to Sita, the jealousy of his stepmother provoked by her hunchback nurse, his exile, the loyalty of his brothers, the abduction of Sita, and, ultimately, his great fight and victory over Ravana, the personification of the forces of evil, are dramatically and simply narrated. Attractively produced and illustrated in two colors.

Karoor Nilkanta Pillai and Shanta Rameshwar Rao

CHATHU THE ELEPHANT BOY

Illustrated by M.A.U. Menon and U.G. Menon

New Delhi, Orient Longmans, 1973

146 pp. Rs. 5.00 Grades 5-8

This is an adaptation of a Malayalam story. It tells the attractive tale of a young boy whose family are elephant trainers by profession and whose uncle is the chief royal mahout. The uncle's lack of learning and impetuosity ultimately bring about his doom, and it is left to Chathu to redeem his family's honor and recapture the king's favorite elephant who had become mad. The story is gripping with all the drama and atmosphere of more colorful times. A highly recommended book.

Lillian Quigley

THE BLIND MEN AND THE ELEPHANT

Illustrated by Janice Holland

New York, Scribner, 1959

30 pp. \$5.95 95¢ (paper) Grades K-3

This traditional tale of how six blind men "see" an elephant is well told. The illustrations in red, blue, and black are profuse,

clear, and attractive. This version would appeal to pre-school children, who might not get the full significance of the story, but would enjoy the appealing way it is told and illustrated.

Gail Ranadive

IF YOU'D BEEN BORN IN INDIA

Illustrated by Paul Frame

Chicago, Albert Whitman, 1973

28 pp. \$4.25 Pre-school-grade 3

A child's life in Bombay is depicted in this book. The descriptions of city shops, traffic street vendors, the rainy season, holidays can easily be appreciated even by pre-school children. The focus on the child's family makes it particularly interesting for younger children. The mother, like many educated middle-class Indian mothers, is a doctor in a hospital. There is considerable text, but the accurate and attractive illustrations on each page convey the colors of Bombay and its people.

Dolly Rizvi

GREAT MUSICIANS OF INDIA

Illustrated by V. N. O'Key

Boston, Crescendo, 1970

86 pp. \$1.75 Grades 5-8

The book is included in this list because it is one of the few on Indian music for children. This is a series of short sketches about fourteen of India's greatest instrumentalists and singers such as Ustad Ali Khan, Ravi Shankar, Hirabai Barodekar, and others. Various instruments are included: the sarod, vina, sitar, shehnai, flute, tabla, and violin. Vocalists include singers of both Indian classical and popular music. The black and white illustrations include portraits of each musician. This book could be used in conjunction with other materials on Indian music, such as actual recordings and pictures of the instruments.

Santa Rungachary

TALES FOR ALL TIMES

Illustrated by P. Khemraj

New Delhi, National Book Trust, 1971

64 pp. Rs. 1.30 Grades 3-6

Five mythological stories told in a dramatic and modern

style: the popular love story of Savitri, who was able to outwit even the God of Death and bring her husband back to life; the deadly power of a curse; a greedy boy who learns a lesson; the strong Bhima of the MAHĀBHĀRATA who slays a demon that has been plaguing people; the God of Fire and the king of the Gods who join battle. Illustrated in yellow and black.

Mrinalini Sarabhai
INDIAN DANCING

Photographs

Thompson, CT, InterCulture Associates, 1967

44 pp. \$2.00 (paper) Grades 5-8

This detailed but poorly organized book is included in this list because it is one of the few titles available on Indian classical dance that is appropriate for children. The book contains an introduction on the background and importance of Indian classical dance, descriptions of the Bharata Natyam, Kathakali, Manipuri, and Kathak styles, and treatment of the hand symbols (*mudra*) and facial expressions (*rasa*) used in the dance forms. Photographs show the different styles and body movements. Music, costume, and makeup are also discussed. Because of the book's organization and great detail, the teacher will probably find it necessary to help students in their reading. For folk dance, see Mulk Raj Anand's *THE DANCING FOOT* (New York, India Publications, 1957. \$1.00).

George B. Schaller and Millicent E. Selsam

THE TIGER: ITS LIFE IN THE WILD

Black and white photographs, drawings, and maps

New York, Harper and Row, 1969

42 pp. \$5.79 Grades K-8

The collaboration of Schaller, a student of animal behavior, and Selsam, an outstanding writer of science books for children of all ages, has produced this handsome and informative book. Generally listed as for use by grades 5 and up, the number and quality of the photographs is such that many pre-school children would find it engrossing "reading". It is a book that adults could learn from and enjoy. The more technical portions, maps, and explanations are excellent, but can be skipped over.

Elizabeth Seeger

THE RAMAYANA

Illustrated by Gordon Laite

London, Dent, 1975

244 pp. £3.50 Grades 5-8

One of the two great Indian epics, this version of the RĀMĀYANA has been adapted from the translation by Hari Prasad Shastri. The legend of Rama, his marriage to Sita, their banishment from Ayodhya, Sita's abduction by Ravana, and Rama's defeat of Ravana with the help of Hanuman are treated in a clear and simple style. This version contains an excellent introduction that gives the historical background of the RĀMĀYANA and its principal characters. The author borrows the story of Savitri from the MAHĀBHĀRATA and weaves it into Rama's exile. Illustrations in both color and black and white depict scenes from the legend. List of characters, pronunciation guide, map.

Sharat Shetty

A HINDU BOYHOOD

Illustrated by Mehli Gobhai

New York, M. Evans, 1970

59 pp. \$3.95 Grades 3-5

An autobiographical story of one summer in the life of a ten year old boy. An Indian doctor living abroad recounts his experiences in a South Indian village. The story unfolds as the author and his friend plan to touch an "untouchable" boy. The book provides an insight into how children viewed the untouchables in their village. The story takes place one year prior to India's independence. Included is a wide ranging description of many aspects of South Indian village life—family, religion, food, dress, festivals, children's games. The illustrations add to the quality of the story. Pronunciation guide, glossary, map.

K. Shivkumar

THE KING'S CHOICE

Illustrated by Yoko Mitsuhashi

New York, Parents Magazine Press, 1971

48 pp. \$5.50 Grades K-3

The lion as king of the forest demands gifts from all the animals.

When his three counselors, a fox, a leopard, and a vulture persuade him to venture into the desert to taste camel meat, he burns his feet badly. Instead of eating the camel on the spot they accept the camel's offer to carry them back home. The lion gratefully invites the camel to make the kingdom his home. Still hungry, the counselors plot to have the camel to eat, but the lion sees their treachery and refuses to have the camel killed. The counselors flee for good and the lion remarks, "To be a king is good. But to be kind is better." The muted dark pastels are very attractive. An extra and appealing touch is the effort of the illustrator to make some of the lettering conform to the patterns of Devanagiri script.

Astrid Bergman Sucksdorff
TOONI, THE ELEPHANT BOY
Color photos by the author
New York, Harcourt Brace Jovanovich, 1971
48 pp. \$5.95 Grades K-5

The Kaziranga Sanctuary in Assam is the home of nine year old Tooni. His father is a mahout, an elephant driver, for the Indian Forest Department and Tooni hopes to become a mahout himself when he grows up. The beautiful color illustrations focus on Tooni, his family, the sanctuary, and the elephants and rhinoceroses in it. Although the scenes are remote from the experience of American children, the photographs and text are sufficiently clear and graphic for even young children to develop some understanding of Tooni's life.

R. Sundaram
BOMBAY
Illustrated by S. R. Garud
Thompson, CT, InterCulture Associates, 1966
56 pp. \$4.10 Pre-school-grade 3

This book does for Bombay what the Sasek books have done for Paris, London, New York, and other cities and countries. It spotlights places, transportation, people, foods. The ink and watercolor illustrations are very attractive and the volume is invitingly laid out.

Charlotte Zolotow

A WEEK IN LATEEF'S WORLD : INDIA

Illustrated by Ray Shaw

New York, Macmillan, 1970

46 pp. \$4.95 Pre-school-grade 3

For Lateef living on a houseboat is not a fantasy. His family in Kashmir owns a large houseboat they rent to tourists. The family, including grandparents, lives on the "kitchen boat" behind the large boat. Although Srinagar is unique and not many Indian children live like Lateef, it is a book that could furnish a lot of day dreams. The black and white photographs are clear and accurate, and they are plentiful.

III

Audio-Visual Materials

Audio-Visual Materials

Anvita Abbi, Mary Lou Lynn, and William L. Richter

**South Asia Center
Kansas State University**

The use of audio-visuals for teaching about India has undergone a veritable revolution in the last few years. The quantity of available materials has expanded rapidly, as have the types of audio-visuals available to teachers.

The importance of audio-visuals to cross-cultural studies is possibly too obvious to require elaboration. Films, slides, tapes, records bring the "sights and sounds" of foreign lands and cultures into the classroom. Realia kits, puppet shows, and games elicit student participation in aspects of the societies they study.

Because of the rapidity with which new materials are being produced, and the frequency of price changes and sale/rental terms of existing materials, no account of audio-visuals can be expected to remain current very long. To keep up to date, interested teachers and others might like to request current catalogues from producers and suppliers. They, as did we, might also consult recent editions of NICEM (National Information Center for Educational Media) Indexes for 16mm educational films (5th ed., 1975), 8mm motion cartridges (4th ed., 1974), 35 mm educational filmstrips (5th ed., 1975), educational slides (2nd ed., 1974), and educational overhead transparencies (3rd ed., 1973). Subsequent editions of these authoritative compendiums of audio-visual resources will enable readers to go beyond the selection included in this chapter.

Many of the items included here have been reviewed and used in classrooms by teacher-participants in the Kansas State University Project to Introduce South Asian Studies into Elementary and Secondary Education, funded by the National Endowment for the Humanities. Their judgments have been valuable in excluding or evaluating materials, as have those of other colleagues at Kansas State and elsewhere. In the many cases where

we have been unable to provide annotation for specific materials, descriptions have been borrowed from distributors' catalogues.

We have in most instances listed only one or two distributors for audio-visuals, usually those with nation-wide commercial services. Additionally, many universities have media centers or special media collections which may be available to a more restricted geographical area or for more limited purposes. Syracuse University in the Northeast and the University of Washington in the Pacific Northwest, for instance, have sizeable collections of audio-visuals on India available to teachers in their respective geographical regions, often at below commercial rates. Teachers are encouraged to contact universities in their area, particularly those with South Asian area studies programs, for further information. The addresses of the distributors mentioned in this selection of audio-visual materials may be found at the back of this volume.

For the most part, the 16mm films listed here are American-produced. Indian film makers, too, produce a large number of educational films, many of exceptional quality. They may be purchased from the Films Division of the Government of India, the sole national distribution agency. About 200 of these films may be borrowed without fee from the offices of the Information Service of India. Helpful lists and catalogues of films produced in India may be obtained from the following sources:

FILM CATALOG. Washington, DC, New York, NY, or San Francisco, CA offices of the Information Service of India. Free.

INDIA ON FILM. Uma da Cunha, ed. New Delhi, India, Educational Resources Center. 80 pp. Free. This is an annotated guide to 300 films produced in India and suitable for classroom use.

FILM DIVISION CATALOGUE 1949-1972. Bombay, India, Films Division, Ministry of Information and Broadcasting, Government of India, 1975. 655 pp. Inquire price.

AN ANNOTATED CATALOGUE OF FAMILY PLANNING FILMS PRODUCED IN INDIA. Mira Binford. New Delhi, India, Office of Population, USAID, American Embassy, 1971. Mimeo. Free.

Teachers and others will find useful STRATEGIES FOR USING FILMS (Project on Asian Studies in Education, University of Michigan, 35¢) which suggests, practical and effective

ways of using films, good and bad, in teaching about Asia.

We apologize for the errors of fact, judgment, and evaluation we know must remain in this chapter. Because we have been unable to evaluate thoroughly all the items listed herein, we welcome comments and suggestions, especially from teachers, so that this selective listing may be made more useful in the future.

16MM FILMS

Geography and History

ANNAPURNA

57 min. color 1955

Junior high—Adult

Filed as it happened, a documentary of the preparation for, the ascent of, and the agonizing and disastrous descent of the Himalayan peak, Annapurna, one of the great mountains of the earth. This is the Maurice Herzog expedition of 1950.

Macmillan Films: Lease (5 years) \$575.00. Rent \$35.00

THE ASIATIC LION: A STRUGGLE FOR SURVIVAL

Alternate title: AN ECOSYSTEM: A STRUGGLE FOR SURVIVAL 22 min. color 1975

Senior high—Adult

In northwest India men, cattle, and big cats struggle for survival in the dying Gir Forest, home of the last surviving Asiatic lions. Due to a disturbance of the ecosystem of the forest during the severe drought of the early 1970s, the survival of the Asiatic lion species is in doubt. The film tells the story of what happened and why this is so.

National Geographic Society: Sale \$310.00. Video format: \$310.00

Modern Film Rentals: Rent \$20.00

ELEPHANT BABY

11 min. color or b/w 1959

Primary—Intermediate

The story of a baby elephant in the tropical rain forest of Karnataka. The film shows his training in a classroom made of bamboo

poles; his work with other elephants in a teakwood lumber camp; the daily activities of working elephants and the people who train them.

Encyclopaedia Britannica Educational Corporation: Sale color \$150.00, b/w \$75.00. Rent color \$9.00, b/w \$6.00

University of Michigan, Audio-Visual Education Center: Rent \$2.50

Indiana University Audio-Visual Center: Rent \$4.75

THE FLUTE AND THE ARROW

78 min. color 1959

Senior high—Adult

This is a film about the little known Muria tribes, believed to be the original inhabitants of India. They live a primitive existence, isolated in the Bastar jungle area in central India. Although the Murias seem doomed to change as civilization approaches, they are oblivious to the outside world. The title derives from two of the most important things in a Muria's life: the decorated flute, which is his symbol of tenderness and love; and the bow and arrow, which he uses against the animals that threaten his food supply.

Audio Brandon Films: Rent \$65.00—\$115.00 depending on audience size and whether admission fees are charged.

GANDHI'S INDIA

20 min. b/w 1970

Junior high—Adult

This film explores the British role in India, the struggle for independence, and the birth in 1947 of modern India and Pakistan. Use is made of old news footage. The title implies more emphasis on Gandhi than the film contains. World History from 1917 to the Present Series. (BBC)

Time-Life Multimedia: Sale \$140.00. Rent \$12.50

Video format: Sale \$100.00. Rent \$12.50.

GANGES—SACRED RIVER

27 min. Color or b/w 1965

Junior high—Adult

The film follows the Ganges from its Himalayan origins through

Delhi, Banaras, and Patna to Calcutta and the Bay of Bengal and analyzes its role as Mother Ganges, the uniter and provider of India. Glimpses of modern Indian life among the banks of the river are seen. (NBC)

Encyclopaedia Britannica Educational Corporation: Sale color \$360.00, b/w \$185.00. Rent color \$17.00, b/w \$10.00
Syracuse University, Film Rental Center: Rent color \$17.00
University of California, Extension Media Center: Rent color \$24.00

IN INDIA THE SUN RISES IN THE EAST

14 min. color 1969

Junior high—Adult

A film of uninterrupted views of India. There is no narration or dialogue—only the natural effects surrounding people and places, and Indian music. One sees and hears many things—farmers with their buffalo and city dwellers with their bikes; chemists, printers, weavers, and potters; politicians, teachers, priests, sailors; transistor radios and the sound of a local language; temples and houses; cities and villages; harvests and celebrations; bazaars and beggars; sunrise and sunset. (Richard Kaplan Productions)

Contemporary/McGraw-Hill Films: Sale \$220.00, Rent \$15.00
University of Washington Audio Visual Services: Rent \$9.50

JUGGERNAUT

28 min. color 1968

Intermediate—Adult

Six hundred miles of Indian countryside are seen as the film follows a nuclear reactor (a modern juggernaut) to its permanent resting place in Rajasthan. Scenes of almost every aspect of Indian life are revealed as the Indian people along the way watch the incongruous journey. The film provides rich areas for discussion. (NFBC)

Learning Corporation of America: Sale \$330.00
Syracuse University, Film Rental Center: Rent \$17.00
University of Washington, Audio Visual Services: Rent \$15.00

THE TRACE OF THE CENTURIES

28 min. b/w 1966

Junior high—Adult

This film follows the Asian Highway from the border of West Pakistan through North India to where the route is broken by the extensive river systems on the eastern side of the subcontinent. Shown are the major centers of human habitation—Lahore, Amritsar, Delhi, Agra, Ahmadabad, Banaras, Calcutta, Dacca—their sites the result of geographical and historical factors. Along the route are great shrines of the Muslim and Hindu faiths, the Taj Mahal, and the sacred Ganges river. Also seen is some of the evidence of change that technology brings.

United Nations Radio and Visual Services Division: Sale
\$155.00

Economic and Social Development

AND WHO SHALL FEED THIS WORLD?

47 min. color 1975

Senior high—Adult

The film contrasts two farm families—the Runnings in North Dakota who live comfortably and eat well, and the Parshads in India who live without electricity or running water, are undernourished and susceptible to disease. Many experts feel that the food crisis comes down to overconsumption on the one hand and overpopulation on the other. Like oil, food is fast becoming a political commodity. The question no one seems to be able to answer is how much does the United States owe the hungry of the world. Do we have an obligation to feed them, and if we don't, who will?

Films Incorporated: Rent \$38.00+\$2.00 handling charges
University of Washington, Audio Visual Services: Rent \$21.00

THE DAM AT NAGARJUNASAGAR

9 min. color 1972

Intermediate—Senior high

This most massive masonry dam ever constructed stands astride the mighty Krishna river south of Hyderabad, India. Nagar-

junasagar is three miles across, 433 feet high, and forms one of the largest man-made lakes in the world. Thirty thousand men, women, and children worked day and night for fourteen years to complete it. The film captures the sights, sounds, color, and texture of life of these laborers as they toil up precipitous ramps, step by step, to form the dam.

Carousel Films: Sale \$130.00

University of Washington, Audio Visual Services: Rent \$7.00

University of Michigan, Audio-Visual Education Center: Rent \$5.45

EVERY STEP A GIANT STEP

28 min. b/w 1963

Senior high—Adult

The story of Gunga Ram, the headman of the village council of Kumariawas, Rajasthan, who led his people to a better standard of living through the acquisition of modern tools and machinery, including a diesel engine that powers a flour milling machine, operates a water pump, and drives a small sawmill. Now he encourages the villagers to turn over some of their new prosperity of the building of a middle school for the children of the village.

United Nations Radio and Visual Services Division: Sale \$155.00

INDIA AND HER FOOD PROBLEM

16 min. color 1965

Intermediate—Junior high

The film concerns India's need to increase its food supply to match the increasing population. Four major problems connected with food-getting are discussed: lack of fuel; need for irrigation water; drought and the spreading desert; irregular annual rains. The solutions attempted by the Indian government are explored: dam building; encouragement of industry and trade; employment of technology; promotion of education.

Atlantis Productions: Sale \$180.00

Syracuse University, Film Rental Center: Rent \$10.00

INDIA: POPULATION 600 MILLION

13 min. color 1974

Senior high—Adult

An examination of the complexity of India's population problem. The film points to the strong resistance by the people to the world's most massive family planning program because of poverty and cultural attitudes. It suggests that until minimum needs can be met in the daily struggle against disease and starvation, there is no hope of reducing the rate of population growth.

United Nations Radio and Visual Services Division. Sale
\$135.00

INDIA—WRITINGS ON THE SAND

60 min. or 30 min. color or b/w guide 1965

Senior high—Adult

The film presents major aspects of life in contemporary India as it explores India's critical population-food supply problem and examines proposed solutions. Various ramifications of the problem are shown and discussed: the agricultural crisis; the social customs which inter-relate with the population problem; the educational strategy used to control the size of families. (Population Problem (60 min.) Series. NET)

60 minute version:

Indiana University Audio-Visual Center: Sale color \$550.00,
b/w \$265.00. Rent color \$20.75, b/w \$15.25

University of California, Extension Media Center: Rent \$24.00

30 minute version:

Indiana University Audio-Visual Center: Sale color \$315.00,
b/w \$165.00. Rent color \$12.00, b/w \$9.50

Syracuse University, Film Rental Center: Rent color \$10.00

University of Washington, Audio Visual Services: Rent
color \$9.50

THE LONG CHAIN

20 min. b/w 1972

College—Adult

A study of the construction of two buildings for U.S. companies

in Bombay. The film shows how women construction workers, brought to Bombay from South India, work for extremely low wages only to be stranded in the city's slums once construction is finished. The economic and political role of large U.S. corporations in India is examined and some of the consequences for India of foreign investment and foreign aid. A Swedish production. (Tricontinental)

Tricontinental Film Center: Sale \$150.00. Rent \$25.00
University of California, Extension Media Center: Rent \$12.00

MAHATMA GANDHI: SILENT REVOLUTION

38 min. color 1969

Senior high—Adult

The application of Gandhi's theories to education in India today. Student projects in a South Indian basic education school emphasize agriculture, handicrafts, and industrial training. To help repudiate the excrescences of the caste system, each student cleans his own area and disposes of his own trash. A master teacher speaks for the revival of village industry to end the growing unemployment problem and to build the economy.

International Film Bureau: Sale \$425.00. Rent \$22.50
University of California, Extension Media Center: Rent \$29.00
Syracuse University, Film Rental Center: Rent \$22.50

THE PROBLEM IS LIFE

29 min. color 1969

Senior high—Adult

The film explains that the population explosion is a major threat to India and that famine would erase all of the economic progress since independence. India's vast birth control program is described and vasectomy is shown as an effective method of contraception. (International Zone Series. UN)

United Nations Radio and Visual Services Division: Sale \$260.00
University of Michigan, Audio-Visual Education Center: Rent \$12.00

VOICES OF HUNGER

35 min. color study guide 1975

Senior high—Adult

One of every seven people in the world live in India and forty per cent of the people of India live below the "breadline". This film, hosted by Bill Moyers, tells of the plight of the nation caught between famine, floods, and drought and also shows that man, his natural environment, and his fellow humans are the basic raw materials for finding a solution. The suggested solution includes irrigation, land reform, fertilizer, ending the black market, and other discernable measures primary among which is recognition that the problem of hunger and starvation exists. (Gateway)

Time-Life Multimedia: Sale \$425.00. Rent \$45.00

WHEN A MAN HUNGERS

18 min. color 1967

Junior high—Adult

This documentary of the 1966-1967 drought in Bihar shows the efforts of the Indian people, their government, and relief agencies throughout the world to meet the emergency and draws attention to the need for long-term land development. The film covers the entire period from the beginning of the drought to the point, two years later, when the monsoon rains finally brought relief. (UNICEF)

United Nations Radio and Visual Services Division: Sale \$260.00

Cities and Villages

BANARAS

22 min. b/w

Junior high—Adult

This film has been described as "one of the best documentary films on India ever made" because of its success in capturing the essence of Indian urban life. It shows the people of Banaras—their faces, activities, moments of public worship and private reflection. Narration is kept to a minimum. The musical score is outstanding. (Michael Camerini)

University of Wisconsin, South Asian Area Center: Sale
\$135.00. Rent \$13.00

CALCUTTA

100 min. color teacher's guide 1968

Senior high—Adult

Louis Malle's vivid documentary on this overcrowded Indian city records the religious enthusiasm, extreme poverty, and consequent suffering of a large number of its people. It relates India's colonial history and shows the legacy of problems left by the British. The lives of affluent Indians and foreigners are contrasted with those of malnourished lower income inhabitants.

Pyramid Films: Sale \$750.00, Rent \$90.00

University of California, Extension Media Center: Rent
\$45.00

University of Washington, Audio Visual Services: Rent
\$28.50

THE DELHI WAY

45 min. color 1964

Senior high—Adult

A portrait of Delhi, a major city of India throughout history. Past and present are interwoven. A James Ivory production.

Film Images: Sale \$500.00, Rent \$45.00

University of Washington, Audio Visual Services: Rent
\$19.00

INDIA: URBAN CONDITIONS

19 min. color 1968

Intermediate—Junior high

The effects of rapid population growth on an Indian city. Through a somewhat contrived story-line, the problems, frustrations, and general living conditions of a typical workman and his family in a large Indian city are depicted. Language is shown as a divisive, rather than a unifying, force in India.

Contemporary/McGraw-Hill Films: Sale \$310.00. Rent
\$15.00

INDIAN VILLAGE LIFE: TWO VILLAGES IN ORISSA PROVINCE

16 min. color 1972

Junior high—Adult

Without narration, the day-to-day routine of life in two eastern Indian villages, one agricultural and the other a fishing village along the sea coast. The film shows how rural India obtains its food from the soil and the sea.

International Film Foundation: Sale \$210.00. Rent \$21.00

UNDALA

28 min. b/w 1968

Junior high—Adult

A portrait, without narration, of village life in the Thar Desert in northwest India during the hot, windy months before monsoon rains. Views of Rajasthani life including pottery-making, spinning, leatherwork, ropemaking, and the important task of drawing water are seen as the camera shows farmers making repairs and at leisure, women carrying water, and craftsmen going about their daily routines. The original musical score is in Hindustani classical and folk styles. (CMC)

Columbia University Press, Center for Mass Communication:
Sale \$392.00

New York University Film Library: Rent \$22.00

University of California, Extension Media Center: Rent
\$21.00

VILLAGE IN INDIA: FIFTY MILES FROM POONA

20 min. b/w 1963

Junior high—Senior high

This film is about the day-to-day life of the Shevale family, farmers who live in a village fifty miles from the west Indian city, Poona. The film's insights into Indian rural life and into the customs and beliefs of others enables us to compare our lives and thereby enlarge our knowledge of our own ways. (NFBC)

Contemporary/McGraw-Hill Films: Rent \$12.00

Syracuse University, Film Rental Center: Rent \$10.00

University of Washington, Audio Visual Services: Rent \$6.00

VILLAGE OF GAZIPUR

20 min. color 1970

Junior high—Adult

The intimate details of a day's activities of villagers near Delhi.
Musical soundtrack. (ERC)

Interbook Incorporated: Sale \$300. Rent \$35.00

Families and Individuals

ALI AND HIS BABY CAMEL

11 min. color 1953

Primary

Ali, a young desert boy, cares for a mother camel and her baby. The film illustrates the usefulness of camels for work and emphasizes their adaptability to hot dry climates and sandy terrain. It stresses the importance of proper food and care for pets as Ali carefully tends to his sick baby camel. The film has greatest appeal for young children.

Atlantis Productions, Inc.: Sale \$120.00

Indiana University Audio-Visual Center: Rent \$4.75

BOY OF BOMBAY

16 min. color 1969

Intermediate—Junior high

The story of Satya, a twelve year old boy of Bombay, who lives a life that is typical of most boys his age in India. Because his family is very poor, Satya must work every day to help his father support his mother, brothers, and sisters. His work is not very interesting, but he is a contented boy because he has a family who loves him.

BFA Educational Media: Sale \$200.00. Rent \$12.50

Syracuse University, Film Rental Center: Rent \$12.50

FAMILY LIFE IN INDIA: TEN OF US

11 min. color teacher's guide 1968

Elementary—Intermediate

A view of the "extended family," in which several people live and

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work together as a single unit, as it exists in India. In this case, ten people live together: the narrator, his two brothers and two sisters, his father and mother, his grandmother, an uncle, and a cousin. We see the adults supporting themselves and growing food, the children as they attend school, and the entire family journeying into the village to buy supplies. The film stands as an example of how a family of large size and varied age groups is able to work, play, and worship together. (Family Life Around the World Series)

Contemporary/McGraw-Hill Films: Sale \$185.00. Rent \$12.50

FOUR FAMILIES

61 min. b/w 1965 (Parts 1 and 2)

30 min. b/w 1965 (Part 1 only)

Junior high—Adult

Part 1 of this film makes a comparative study of family lives in India and France. Margaret Mead discusses how a child's upbringing contributes to the distinctive national characteristics of adults. Differences are shown in such details of daily life as feeding and bathing the baby, training, rewards, punishments, and religious observance. Part 2 compares family lives in Japan and Canada. (NFBC)

Contemporary (McGraw-Hill Films: (Parts 1 and 2) Sale \$450.00. Rent \$25.00

Michigan State University, Instructional Media Center: (Part 1 only) Rent \$7.42

University of Michigan, Audio-Visual Education Center: (Part 1 only) Rent \$6.75

University of Washington, Audio Visual Services: (Part 1 only) Rent \$7.00

JHAOO CHOWDHARI: A TONGAWALLAH FROM DELHI

28 min. color 1969

Senior high—Adult

The owner of a tonga (horse-drawn passenger vehicle) flourishes in the crushed alleys of Delhi with three wives, five children, and twelve horses. The film includes the Muslim festival of Id;

the Jama Masjid, the great Delhi mosque; a Sikh pageant; and the Shrine of Nizamuddin during the ceremony of Urs. (The Faces of India Series.)

Columbia University Press, Center for Mass Communication:

Sale \$392.00

New York University Film Library: Rent \$19.00

MAHATMA AND THE MAD BOY

27 min. color 1972

Junior high—Adult

A poetic and haunting vignette from contemporary Indian life that conveys a subtle message from Gandhi's teachings. Those who are unaware of their fellow men and yet talk of piety are contrasted with a mad beggar boy who lives on the beach with his pet monkey in the shadow of a statue of Gandhi, his only friend. The film's photography is by one of the world's great cameramen, Subrata Mitra.

Film Images: Sale: \$300.00. Rent \$25.00

VILLAGE MAN, CITY MAN

38 min. color teacher's guide 1975

Senior high—Adult

The film shows the life of a young mill worker in an industrial section of Delhi and follows him on a return visit to his villages. Changes and continuities in his life are documented through conversations with his friends at the mill, village discussions of land redistribution, and by observing his work and how he spends his leisure time. The film suggests that Western models of change and modernization do not necessarily apply to the Indian context. (Contemporary South Asia Film Series)

University of Wisconsin, South Asian Area Center: Sale

\$140.00. Rent \$17.00

Religion

BUDDHISM

16 min. b/w 1962

Junior high—Adult

The doctrines and basic tenets of Buddhism and an overview of

the evolution of the various Buddhist sects. (The Great Religions Series. NFBC)

Contemporary/McGraw-Hill Films: Sale \$150.00. Rent \$12.00
Michigan State University, Instructional Media Center: Rent
\$4.25

Syracuse University, Film Rental Center: Rent \$5.25

BUDDHISM (3 reels)

90 min. b/w 1958

Senior high—Adult

Part 1. Buddha's life journey from luxury as an Indian prince through his study of Hinduism and asceticism to enlightenment through intense thought and mysticism. Part 2. The similarity of Buddhism to the other great religions. The Buddhist's "Eight-fold Path." Part 3. The two main schools of Buddhism: Hinayana and Mahayana. The spread of Buddhism throughout Asia. Zen Buddhism. (NET)

Indiana University Audio-Visual Center: Rent \$9.50 each
reel

Syracuse University, Film Rental Center: Rent \$18.75 three
reels

FOUR HOLY MEN: RENUNCIATION IN HINDU SOCIETY

37 min. color teacher's guide 1976

Senior high—Adult

Several traditional ways in which a Hindu may renounce the world and yet retain an integral role in society. The film focuses on four different types of sadhus: a traditional guru who heads a monastery; a scholar who is also founder of a national political party; the administrator of a Ramakrishna Mission hospital; and a recluse with no organizational ties. (Contemporary South Asia Film Series)

University of Wisconsin, South Asia Area Center: Sale
\$140.00 Rent \$17.00

THE HINDU RITUAL SANDHYĀ

19 min. color viewer's guide 1972

College—Adult

An example of cultural continuity in a traditional society. *Sandhyā* (lit. "juncture") is one of the few Hindu rituals currently performed in India which has its roots in the most ancient phase of Hinduism dating back over 2,500 years. Throughout the ages, daily at the junctures of sunlight (dawn, noon, and dusk), the *Sandhyā* ceremony has been performed. This film explains the current ritual practice of *Sandhyā* and relates the ceremony to its ancient cultural heritage. Filmed in Poona, the film shows how *Sandhyā* is performed by a Maharashtrian Smārta brahman. Produced by Dr. Doris Srinivasan.

Columbia University Press, Center for Mass Communication: Sale \$266.00

University of California, Extension Media Center: Rent \$20.00

HINDUISM

18 min. b/w 1962

Junior high—Adult

This discussion of Hinduism includes the essence of the Hindu belief; the presence in all living things of the Universal Spirit; the tolerance of all other faiths; and the veneration of living things. (The Great Religions Series. NFBC)

Contemporary/McGraw-Hill Films: Sale \$165.00. Rent \$12.00

Michigan State University, Instructional Media Center: Rent \$4.50

University of California, Extension Media Center: \$14.00

Syracuse University, Film Rental Center: Rent \$5.75

HINDUISM, PART I: NEITHER THIS . . . NOR THIS

30 min. b/w 1955

Senior high—Adult

Dr. Huston Smith discusses the worldly desires of all people—pleasure, wealth, fame, and power—and the ways in which they

are related to Hinduism and the caste system; points out that obtaining these worldly desires is not always satisfying; explains the Hindu view of God. (The Religions of Man Series. KETC-TV)

Indiana University Audio-Visual Center: Rent \$9.50
University of California, Extension Media Center: Rent \$13.00

HINDUISM PART 2: THE FOUR YOGAS

30 min. b/w 1955

Senior high—Adult

Dr. Huston Smith outlines Hinduism's four yogas, or paths, to a union with God and states that individuals should use their own resources to move themselves along these paths. He points out that the material wants of being, awareness, and happiness are only paths to man's deeper desires and that God will answer these needs. (The Religions of Man Series. KETC-TV)

Indiana University Audio-Visual Center: Rent \$9.50
University of California, Extension Media Center: Rent \$13.00

HINDUISM, PART 3: THE BEYOND WITHIN

30 min. b/w 1955

Senior high—Adult

Dr. Huston Smith explores the belief of reincarnation as it relates to the ultimate union of the soul of man with God. He explains that the soul moves through several material worlds—the one we know, several higher and several lower, depending on how well one has lived in the world of action—on one's journey to final liberation from all material worlds. He reviews Hinduism, stressing that ultimately God is infinite and that salvation is union with God. (The Religions of Man Series. KETC-TV)

Indiana University Audio-Visual Center: Rent \$9.50
University of California, Extension Media Center: Rent \$13.00

Syracuse University, Film Rental Center: Parts 1, 2, and 3 (90 min.) Rent \$18.75

HINDUISM AND THE SONG OF GOD

30 min. color 1975

Senior high—Adult

The physical beauty of India is the background for a discussion of the Hindu concept of self-realization as expressed in the BHAGAVAD GĪTĀ. Considered are the purpose in life; the four yogas; the law of karma; the four stages of life.

Hartley Productions: Sale \$325.00. Rent \$35.00

HINDUISM: THE MANY PATHS TO GOD

29 min. color 1974

Senior high—Adult

Along the Ganges, India's holiest river and itself one of the principal gods in Hinduism's Pantheon, the camera details how holy men spend their lives in devotion and solitary meditation. At Hardwar, one of the world's most sacred cities, the devout are shown bathing in the holy river and offering garlands while the temple priest pours sanctified water and anoints the worshipers with sacred sandalwood paste. In Banaras, holiest city in the world for India's millions, the gods of Hinduism receive their most passionate supplication and the faithful give up the bodies of their dead to the holy water of the Ganges. (ABC)

Xerox Films: Sale \$370.00

University of Washington, Audio Visual Services: Rent \$15.00

University of Illinois, Visual Aids Service: Rent \$13.50

IMAGE INDIA: THE HINDU WAY

A series of eleven films prepared by Dr. H. Daniel Smith of Syracuse University as teaching tools for college comparative religion classes. They show the domestic rituals, so-called "hidden Hinduism," which are the heart of Hinduism—the Hindu piety centered in the home. Dr. Kenneth W. Morgan of Colgate University states, "These films have been prepared with sensitivity and skill to make it possible for students who have never been to India to understand something of the meaning and vitality of contemporary Hindu practices. They have been made available in a form readily adaptable to imaginative classroom teaching." They do

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require a high degree of maturity on the part of the student for an understanding and appreciation of what they convey.

Senior high—Adult

Distributor: Sale—Syracuse University, Marketing Division of
Film Rental Center

Rent—Syracuse University, Film Rental Center

1. HOW A HINDU WORSHIPS: AT THE HOME SHRINE
18 min. color user's guide 1968

Filmed in Madras, this film shows the six steps in the morning ritual of worship in a typical urban Brahman household.

Sale \$190.00. Rent \$10.00

2. HINDU TEMPLE RITES: BATHING THE IMAGE OF
GOD

13 min. color user's guide 1969

The special *utsava* celebration, typical of a minor seasonal festival, is shown at a small village temple near Madras City.

Sale \$140.00. Rent \$9.00

3. HINDU SACRAMENTS OF CHILDHOOD: THE FIRST
FIVE YEARS

25 min. color user's guide 1969

Some major and minor *Samskara* sacraments of the first five years of a Tengelai Sri-vaishnava brahman boy's life.

Sale \$260.00. Rent \$16.00

4. MONTHLY ANCESTRAL OFFERINGS IN HINDUISM
8 min. color user's guide 1969

The offerings of sesame seeds and water by a brahman householder to his departed ancestors, a ceremony which takes place during the morning hours of the "new moon" day each month.

Sale \$100.00. Rent \$6.00

5. RADHA'S DAY: HINDU FAMILY LIFE

17 min. color user's guide 1969

A girl in her late teens during a typical day. The ethno-

graphic detail and social and anthropological data helps lead to an understanding of Hindu family life in a middle class urban setting. This film was designed especially for secondary school social studies curriculums.

Sale \$180.00. Rent \$12.00

6. PILGRIMAGE TO A HINDU TEMPLE

14 min. color user's guide 1969

A middle-aged South Indian brahman gets off the bus in the village birthplace of the twelfth century Hindu saint, Ramanuja. The film follows the pilgrim as he bathes and enters the temple making his way to the innermost shrine.

Sale \$150.00. Rent \$7.00

7. HINDU PROCESSION TO THE SEA

8 min. color user's guide 1969

The procession consists of the sacred temple bullock, the temple elephant, the staff of priests, musicians, and men, women, and children of the neighborhood. On arrival at the shore the chief deity is immersed in the surf and many devotees also plunge into the water to bathe away all their lifetime's acculumated sins.

Sale: \$100.00. Rent \$6.00

8. THE HINDU SACRAMENT OF THREAD
INVESTITURE

14 min. color user's guide 1969

A boy in his late teens receives his special garments, the symbolic wooden staff, the sacred belt, the *upavita*-thread, the esoteric instructions, and the ritually begged food-offering.

Sale \$150.00. Rent \$10.00

9. HINDU DEVOTIONS AT DAWN

10 min. color user's guide 1969

A middle-aged South Indian brahman performs his "devotion at dawn" rituals in the privacy of the inner court of his home.

Sale \$120.00 Rent \$6.00

10. THE HINDU SACRAMENT OF SURRENDER

8 min. color user's guide 1969

A hereditary Acharya-priest administers to a non-brahman the five qualifying rituals of initiation.

Sale \$100.00. Rent \$6.00

11. A HINDU FAMILY CELEBRATION: 60TH
BIRTHDAY

9 min. color user's guide 1969

The fire-offerings and other rituals performed by the celebrating elderly couple aided by their hereditary family Acharya-priest. The renewal of their original wedding vows before their offspring, accompanied by the tying of a second gold pendant around the mother's neck. The giving and receiving of gifts and blessings.

Sale \$110.00. Rent \$6.00

AN INDIAN PILGRIMAGE: KASHI

30 min. color teacher's guide 1976

Senior high—Adult

A South Indian brahman, an accountant in an engineering firm, and his family perform traditional ancestor rites at Kashi (Banaras). The film examines the living tradition of orthodox Hinduism in the context of the blend of ritual and commerce found at ancient pilgrimage sites like Kashi. Different as they are, AN INDIAN PILGRIMAGE: KASHI and AN INDIAN PILGRIMAGE: RAMDEVRA (q.v.) share common themes which illustrate the unifying nature and structure of Hinduism. (Contemporary South Asia Film Series)

University of Wisconsin, South Asian Area Center: Sale \$115.00. Rent \$15.00

AN INDIAN PILGRIMAGE: RAMDEVRA

26 min. color teacher's guide 1975

Senior high—Adult

The experience of a folk pilgrimage and its significance in the lives of the pilgrims. The film follows a group of Hindus on pilgrimage from Bombay to the grave of Ramdev, a medieval martial hero and saint of Rajasthan. In a folk pilgrimage such as this, devotion rather than ritual is emphasized. Pilgrims are free

to worship in their own ways, with a minimum of fixed rules or priestly intermediaries. The film illustrates both the sacred and secular aspects of pilgrimage. (Contemporary South Asia Film Series)

University of Wisconsin, South Area Center: Sale \$105.00
Rent \$15.00

University of Washington, Audio Visual Services: Rent
\$6.00

ISLAMIC MYSTICISM—THE SUFI WAY

26 min. color 1971

Senior high—Adult

Dr. Huston Smith, professor of philosophy at M.I.T., sheds light on the youngest of the major religions, Islam, and its mystical core, Sufism. The teachings of the Koran, Muslim ritual, dervish dancing in Turkey are included. The film covers Islam from India on the east to Morocco in the west.

Hartley Productions: Sale \$300.00. Rent \$35.00

University of Michigan, Audio-Visual Education Center:
Rent \$11.70

JAINISM

8 min. color 1975

Junior high—Adult

The film discusses the beliefs and life style of the Jains and takes viewers to ceremonies and rituals in their elaborate temples. A major emphasis of the religion is the avoidance of harm to any living thing. (Altars of the World Series)

Doubleday Multimedia: Sale \$120.00. Rent \$13.00

MAHARISHI MAHESH: JET AGE YOGI

28 min. color 1969

Senior high—Adult

Transcendental Meditation's (Spiritual Regeneration Movement)

Audio-Visual Materials

Maharishi Mahesh Yogi comes home by helicopter to the foothills of the Himalayas. An interview at his ashram.

Columbia University Press, Center for Mass Communication:

Sale \$392.00

New York University, Film Library: Rent \$19.00

SIKHISM

7 min. color 1975

Junior high—Adult

The early persecution of the Sikhs in India bound them together and developed a fighting spirit among the members. The Sikhs practice moderation in all things from dietary habits to religious customs. The Golden Temple with its rituals, reading of scripture, and worshiping ceremonies is shown. (Altars of the World Series)

Doubleday Multimedia: Sale \$105.50. Rent \$13.00

VISHNU'S MAYA

30 min. color reference manual 1976

Junior high—Adult

The film is a sensitive enactment of the Lota of Water parable which P. Lal tells in this volume in the essay, "On Understanding India." Within the framework of the Vishnu-Narada myth are scenes of typical North Indian village activities and ceremonies. The film was made on location in the rural environs of Varanasi where the score too was constructed from traditional musical themes of India by a leading classical musician, Ali Azgar Khan. The 100-page reference manual, written by the filmmaker, is both a guide to the film and the myth and an introduction to Indian religion and culture. Teachers will find the film helpful in explaining the difficult concept of maya in Indian philosophy. (Thomas Ball)

Saraswati Films: Sale \$350.00. Rent \$45.00

Reference manual \$5.00 (optional)

WEDDING OF THE GODDESS (Parts 1 and 2)

Part 1—36 min. Part 2—40 min. color teacher's guide 1976

Senior high—Adult

Occurring annually in the South Indian temple city of Madurai,

the Chitirai festival re-enacts the marriage of the city's patron goddess, Minakshi, to god Sundareshvara. This festival, which regularly draws half a million people, at once illustrates and unites the diverse "layers" of society, from brahmans to tribes only recently brought into the caste structure. Part 1 presents the historical background of the festival and demonstrates the importance of festivals to Hindu worshippers. Part 2 puts the viewer in the midst of the festival where the changing patterns of celebration are seen. (Contemporary South Asia Film Series)

University of Wisconsin, South Asian Area Center: Sale
Part 1 \$130.00. Rent \$17.00. Sale Part 2 \$145.00. Rent \$17.00

ZOROASTRIANISM AND THE PARSIS

7 min. color 1975

Junior high—Adult

Most Parsis live in Bombay. They worship the God of Light (Ahura Mazda) through symbols such as the sun, moon, stars, and an undying flame which burns continuously in their Fire Temples. The film shows the initiation of a young boy into the religion, a wedding ceremony, funeral practices, and a ceremony with fire. (Altars of the World Series)

Doubleday Multimedia: Sale: \$105.50. Rent \$13.00

Biography

AT FIVE PAST FIVE

66 min. b/w date unavailable

College—Adult

At five past five on January 30, 1948, Mahatma Gandhi was assassinated in New Delhi. Kumar Vasudev's fictional account of Gandhi's death follows the actions of the conspirators during the hours preceding the event. When one of the men questions the morality of the plot, the others conduct a mock trial at which they examine and judge Gandhi's life and teachings. Their explosive confrontations force us to consider the wisdom and effectiveness of non-violence and leave some provocative issues for discussion.

Audio Brandon Films: Rent \$50.00

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CONVERSATION WITH JAWAHARLAL NEHRU

30 min. color 1958

Senior high—Adult

Nehru discusses his career and world events with Chester Bowles, former U.S. Ambassador to India. He speaks of his early life friendship with Gandhi; experiences and hardships during the fight for freedom; and problems of India in the critical world situation of the time. (NBC)

University of Michigan, Audio-Visual Education Center:
Rent \$6.30

GANDHI

26 min. b/w 1959

Junior high—Adult

Mohandas K. Gandhi is the subject of this film biography, which traces his rise to prominence and his struggles to win independence for India, terminating in his assassination on January 30, 1948. (Twentieth Century Series. CBS)

Contemporary/McGraw-Hill Films: Sale \$160.00. Rent \$15.00
University of Kansas, Audio-Visual Center: Rent daily
\$6.00. weekly \$9.60

Syracuse University, Film Rental Center: Rent \$9.00

Association Instructional Materials: Rent \$12.50

GANDHI

26 min. b/w 1964

Junior high—Adult

An analysis of the life of Mohandas Gandhi who led India to independence by means of an unusual weapon—non-violence. Produced by David Wolper. (Biography Series)

Contemporary/McGraw-Hill Films: Sale \$170.00. Rent
\$14.00

Michigan State University, Instructional Media Center: Rent
\$6.00

Syracuse University, Film Rental Center: Rent \$9.00

GANDHI'S INDIA

58 min. b/w 1969

Senior high—Adult

An examination of the life of Mohandas K. Gandhi (1869-1948)

and his influence on present-day India. Footage of Gandhi and interviews with his associates, followers, and others are included. (BBC)

Indiana University Audio-Visual Center: Sale \$265.00. Rent \$15.25

INDIRA GANDHI OF INDIA

52 min. color 1967

Junior high—Adult

Indira Gandhi talks about her life from her childhood in Allahabad to the late 1960s. She discusses the influence on her life of Mahatma Gandhi and her father, Jawaharlal Nehru, her harrowing experiences in the freedom movement when she was imprisoned by the British, her reactions to Indian independence, and the ensuing tragedy of Gandhi's assassination. She also talks about the problems of governing modern India. (BBC)

Time-Life Multimedia: Sale \$550.00. Rent \$55.00.

Video format: Sale \$385.00. Rent \$55.00

University of Washington, Audio Visual Services: Rent \$23.50

MRS. INDIRA GANDHI

26 min. b/w 1965

Junior high—Adult

A portrait of the former Prime Minister of India, daughter of the late Prime Minister, Jawaharlal Nehru. (Twentieth Century Series. CBS)

Macmillan Films: Sale \$150.00. Rent \$12.50

Association Instructional Materials: Sale \$150.00. Rent \$12.50

Syracuse University, Film Rental Center: Rent \$8.50

NEHRU: MAN OF TWO WORLDS

26 min. b/w 1966

Junior high—Adult

The film presents the life of Nehru from his early childhood to his death in 1964. It portrays the admiration of Indians for Nehru,

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describes his efforts to unite the two major religious groups, Hindus and Muslims, and enumerates the major policies and programs he inaugurated as Prime Minister. (Twentieth Century Series. CBS)

Indiana University Audio-Visual Center: Rent \$9.00
Syracuse University, Film Rental Center: Rent \$9.00
Association Instructional Materials: Rent \$12.50

SATYAJIT RAY

28 min. b/w 1967

Senior high—Adult

A penetrating study of the distinguished film director's films, views, and methods of working creatively. The film describes how he decided on *PATHER PANCHALI* for his first film and how he picks amateur and professional actors. (NET)

Indiana University Audio-Visual Center: Sale \$165.00. Rent \$9.50

University of California, Extension Media Center: Rent \$15.00

TAGORE

54 min. b/w 1961

Junior high—Adult

A film biography of the great Bengali poet, Rabindranath Tagore, made by Satyajit Ray on the occasion of the 100th anniversary of Tagore's birth.

Contemporary/McGraw-Hill Films: Sale \$345.00. Rent \$35.00

University of Washington, Audio Visual Services: Rent \$7.50
University of California, Extension Media Center: Rent \$22.00

VINOBA BHAVE: WALKING REVOLUTION

39 min. color 1970

Junior high—Adult

The application of Gandhi's principles by his disciple, Vinoba Bhave, whose Bhoodan movement attempts to carry on a non-

violent economic and social revolution in rural India. The film provides background material for the study of modern India and its problems.

International Film Bureau: Sale \$425.00. Rent \$22.50

University of Washington, Audio Visual Services: Rent \$12.50

Syracuse University, Film Rental Center: Rent \$22.50

WELTHY FISHER

30 min. b/w 1967

Senior high—Adult

Introduces educator Welthy Fisher, her philosophy of education, and the environment in India where she works. Indian teachers, trained in institutes founded by Mrs. Fisher, teach in various villages with lectures, books, puppet shows and offer opportunities for pupils to practise agricultural skills. (NET)

Indiana University Audio-Visual Center: Sale \$165.00. Rent \$9.50

The Arts

BARODA COLLEGE OF INDIAN MUSIC, DANCE AND DRAMA

23 min. color 1970

Junior high—Adult

The film shows how Indian classical music and dance are taught and learned. Performances of both students and faculty are shown. Students sing, dance, and play the sitar; artist faculty play the sarangi, dilruba, and tarshehnai; and the principal, himself a singer, teaches a theory class. Enthusiasm for the arts permeates this film whose setting is the M.S. University of Baroda. Produced by Professor Marie Joy Curtiss, Syracuse University, for music and social studies classes.

Syracuse University, Film Rental Center: Sale \$230.00.
Rent \$16.00

BHARAT NATYAM

10 min. b/w 1953

Senior high—Adult

South Indian dance is filmed in its original form against authentic traditional settings. Gesture language is the soul of the Indian classical dance and a brief explanation is given of its principal movements. Two of the more important pieces are danced by experts. (India)

University of California, Extension Media Center: Rent
\$10.00

BISMILLAH KHAN

27 min. b/w 1967

Senior high—Adult

This film depicts a typical day in the life of Bismillah Khan, a leading classical musician of India. His day includes playing the shehnai, a reed instrument, shopping, worshipping, conversing, and giving a concert at an evening house party. (NET)

Indiana University Audio-Visual Center: Sale: \$165.00.
Rent \$9.50

University of California, Extension Media Center: Rent
\$14.00

University of Washington, Audio Visual Services: Rent
\$8.00

CLASSICAL MUSIC OF NORTH INDIA

33 min. color 1969

Senior high—Adult

Performances by a great master of North Indian music, Ustad Ali Akbar Khan. The instruments represented are the sarod and the tabla.

University of Washington Press: Sale \$375.00

University of Washington, Audio Visual Services: Rent
\$17.00

DANCES OF INDIA

20 min. color 1959

Junior high—Adult

Four classic Indian dances are performed by outstanding masters

in original costumes and traditional masks. The commentary explains the significance of Indian dance and chanted verses.

University of Michigan, Audio-Visual Education Center:
Rent \$7.35

University of Washington, Audio Visual Services: Rent
\$8.00

DISCOVERING THE MUSIC OF INDIA

22 min. color 1969

Junior high—Adult

Indian music, highly developed and extremely sophisticated, has a continuous tradition that can be traced back three to four thousand years. In this film instruments of North and South India are illustrated and examples of raga and *tala* are played. Dance, its traditional hand gestures and facial expressions, is explained. The film's Indian settings provide an authentic background for a display of the rich traditions of Indian music and dance. (BFA)

BFA Educational Media: Sale \$265.00. Rent \$15.00
Syracuse University, Film Rental Center: Rent \$15.00

FABLE OF THE PEACOCK

14 min. color 1950

Junior high—Adult

Lakshmi Wana Singh introduces students to a major Indian art form. She narrates the fable of the peacock phrase by phrase as she demonstrates the stylized hand gestures and body movements common to Indian ceremonial and entertainment dances. Close-ups of her face, hands, and feet emphasize her subtle characterizations of the animals involved. In the story the other animals judge and humble the vain peacock by pitting his singing in contest against that of the nightingale. (Jo Shaeffer)

Macmillan Films: Sale \$190.00. Rent \$12.50
Syracuse University, Film Rental Center: Rent \$10.00

GLORY OF PRATHISTHAN

14 min. color no date

Senior high—Adult

The film displays and discusses the folk art that flourished between

the 11th and 17th centuries along the Godavari river in southern India. The peasant artisans, inspired by nature, the animal world, and simple tales of Hindu mythology, left a rich cultural heritage.

Film Images: Sale \$175.00. Rent \$15.00

KALEIDOSCOPE ORISSA

37 min. color 1967

Junior high—Adult

This film is a photographic study of the arts of Orissa and their role in religion, rituals, and celebrations. Orissa is one of the poorest states of India and is famous for its artisans. They are shown decorating floors with rice powder, weaving bamboo baskets, molding and baking ceramic pottery, working on silver jewelry, fashioning round, colorfully painted playing cards, and producing extraordinarily beautiful tie-dye products.

International Film Bureau: Sale \$390.00. Rent \$17.50

University of California, Extension Media Center: Rent \$26.00

Syracuse University, Film Rental Center: Rent \$17.50

LET'S BE FRIENDS IN INDIA

15 min. color or b/w teacher's guide 1965

Primary—Intermediate

Beryl Berney introduces children to the arts and folk legends of India. The classical RĀMĀYANA comes to life visually through drawings, an animated mural, and puppets. A shadow playlet depicts an Indian legend. Two guest artists appear: a leading dancer of the Kathakali style and a classical sitar musician. Children in the studio audience demonstrate mudras, the hand movements used in Indian dance. (Let's Be Friends Series)

Association Instructional Materials: Sale color \$150.00.

Rent \$8.50

Macmillan Films: Sale b/w \$150.00. Rent \$8.50

MADRAS: LEARNING KARNATIC MUSIC

19 min. color 1970

Senior high—Adult

A background of South Indian culture is shown through scenes of Madras City, a nearby temple village, and the Mamallapuram temples. Children learn the Karnatic system at the Madras Music Academy. Mature artists perform and give demonstrations on the violin, vina, and nagaswaram. One senior musician is seen teaching five members of his family. The legendary origin of the mridangam is described by an artist drummer. The philosophical meaning of the drum beat is illustrated at a hill-top temple. Produced by Professor Marie Joy Curtiss, Syracuse University, for music and social studies classes.

Syracuse University, Film Rental Center: Sale \$200.00.

Rent \$15.00

A MUSICAL TRADITION IN BANARAS

40 min. color

Senior high—Adult

Panchu Maharaj, a classical drummer and musical instructor at Banaras Hindu University, performs his everyday activities in his village home. He describes his approach to life and music and conducts, with his sons and nephews, a late-night practice session. (Roger Hartman)

University of Wisconsin, South Asian Area Center: Sale

\$225.00 Rent \$17.00

MUSICIANS OF NORTH INDIA (Four films)

1. AMJAD ALI KHAN (sarod)
2. BHIMSEN JOSHI (vocal)
3. VIJAY RAGHAV RAO (flute)
4. PANDIT JASRAJ (vocal)

28 min. each color teacher's guide 1970

Junior high—Adult

Four leading musicians of India demonstrate their styles of teaching, practice, and performance. Each film includes an intimate informal visit with the artist, showing something of his family and daily life, his method of study and training, his life-style, and his

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philosophy of music. Produced by James Beveridge for teaching purposes and classroom use.

InterCulture Associates: Sale \$400.00 each. Rent \$40.00
Teacher's guide, "Music of North India," from Center for
International Programs and Comparative Studies, New York
State Education Department. Free.

THE SITAR

17 min. color 1973

Senior high—Adult

An introduction for Western audiences to the Indian stringed instrument and to the origin, history, philosophy, ritual, composition, and performance of classical Indian music. Beautifully filmed with excellent sound.

University of California, Extension Media Center: Sale
\$200.00. Rent \$14.00

THE SWORD AND THE FLUTE

24 min. color 1959

Senior high—Adult

Through Indian miniature painting, a uniquely poetic and fascinating art form, aspects of the life and thought of 16th century Mughal India are portrayed—court life, Hindu love, the ascetic's search for enlightenment and salvation. These Mughal and Rajput paintings, gems of great beauty, reflect a history and culture deeply rooted still in the thought of India. Musical accompaniment by foremost Indian classical musicians.

Film Images: Sale \$325.00. Rent \$30.00

University of Washington, Audio Visual Services: Rent
\$11.50

TANSEN: COURT OF AKBAR

8 min. color teacher's guide 1970

Junior high—Adult

An introduction to India and its music. After introducing the Court of Akbar where the leading musician, Tansen, performed, scenes of Fatehpur Sikri, Sikandra, and the Taj Mahal are shown

to the accompaniment of vocal and sitar music. The contribution of Tansen to North Indian music is explained in the teacher's guide. Produced by Professor Marie Joy Curtiss, Syracuse University.

Syracuse University, Film Rental Center: Sale \$90.00. Rent \$10.00

TEXTILES AND ORNAMENTAL ARTS OF INDIA

12 min. color 1955

Junior high—Adult

The narration discusses the significance of color in Indian textile design while the camera moves quickly over the articles on display at an exhibition of the Museum of Modern Art, New York City, capturing their brilliance and variety. A Charles and Ray Eames production.

Encyclopaedia Britannica Educational Corporation: Sale \$150.00. Rent \$15.00

Syracuse University, Film Rental Center: Rent \$15.00

University of Washington, Audio Visual Services: Rent \$6.00

THERAYATTAM

18 min. b/w no date

Senior high—Adult

A film document of an ancient form of organized dance worship in South India. The dances are from north Malabar and are performed in the courtyard of a village shrine to the accompaniment of authentic Indian music. A literate narration helps explain the meanings of the dances.

Film Images: Sale \$125.00. Rent \$15.00

Feature Films

THE APU TRILOGY

1. PATHER PANCHALI (Song of the Road)
112 min. b/w 1954 Bengali dialogue, English subtitles
2. APARAJITO (The Unvanquished)
108 min. b/w 1957 Bengali dialogue, English subtitles

3. APUR SANSAR (The World of Apu)

103 min. b/w 1959 Bengali dialogue, English subtitles

Audience: General

This is Satyajit Ray's famed trilogy following the life of a brahman Bengali family in the early twentieth century. *PATHER PANCHALI* concerns mainly Apu's father and his struggle to support his family in their ancestral village. In *APARAJITO* the family arrives in the holy city of Banaras in 1920. The father becomes ill and dies, forcing the mother to go to work as a cook for a rich landlord. Apu begins training for the priesthood, the traditional family vocation, but wins a scholarship to the University of Calcutta. In Calcutta he finds a new life and gradually drifts away from his mother. Upon her death Apu realizes that his future lies in Calcutta. *THE WORLD OF APU*, third in the trilogy, follows Apu through his marriage, which ends in tragedy, and his abandonment of and later reunification with his son whose existence gives Apu a renewed purpose in life.

Audio Brandon Films: Rent \$85.00—\$165.00 each depending on audience size and whether admission fees are charged.

DEVI (Goddess)

96 min. b/w 1960 Bengali dialogue, English subtitles

Senior high—Adult

A controversial problem drama in the Ibsen mode, *DEVI*, set in the recent past in Bengal, deals with old world superstition confronting new world reality. A father dreams that his 17 year old daughter-in-law is a reincarnation of the goddess Kali. He proclaims his vision and places the naive girl on an altar outside his home. Because of a "miracle", the peasants and the girl come to believe in her divinity. Their blind faith, however, ends in a series of tragedies for the family. (Satyajit Ray)

Audio Brandon Films: Rent \$75.00—\$145.00 depending on audience size and whether admission fees are charged.

THE HOUSEHOLDER

100 min. b/w 1963

Senior high—Adult

This comedy is the story of a shy, young, underpaid Delhi school-

teacher who marries and then, little by little, gets to know his young wife during their first year together. Though the story derives from the culture of modern middle-class India, it transcends national boundaries and relates to the problems common to young couples everywhere. Directed by James Ivory. Story and screenplay by R. Prawer Jhabvala.

Film Images: Rent \$60.00 (classroom), \$120.00 (college campus or public showing)

MAHANAGAR (The Big City)

122 min. b/w 1964 Bengali dialogue, English subtitles

Senior high—Adult

A sympathetic, sometimes humorously satiric, look at the problems of a young married couple with insufficient income. The couple's difficulties are complicated by Indian social mores which frown on a working wife. The husband, a bookkeeper for a Calcutta bank, is the sole support of his wife, children, aging parents, and a sister. Faced with constant money problems, the wife finally takes a job. She becomes a door-to-door saleswoman, peddling knitting machines to rich housewives. The work brings her a new freedom which she is reluctant to give up, though her husband is unhappy with the situation. The parents feel disgraced, even when the husband's bank closes and he loses his job. (Satyajit Ray)

Audio Brandon Films: Rent \$75.00—\$145.00 depending on audience size and whether admission fees are charged.

THE MUSIC ROOM (Jalsaghar)

95 min. b/w 1959 Bengali dialogue, English subtitles

Senior high—Adult

The story concerns a landowner passionately addicted to sumptuous festivals and musical soirees, a vanishing way of life. He has used up his fortune, leaving himself with only a small amount of money and a huge palace. For his son's sacred thread ceremony, he sacrifices his wife's jewels. The sudden deaths of his wife and son, however, cause him to retreat into a hermit-like existence. Four years later, when he hears of a neighbor's elaborate plans for a musical festival, his passion returns. He reopens the music

room and scrapes together enough money for a soiree which restores his pride, but results in his tragic death. (Satyajit Ray)

Audio Brandon Films: Rent \$75.00—\$145.00 depending on audience size and whether admission fees are charged.

SHAKESPEARE WALLAH

115 min. b/w 1965

Senior high—Adult

James Ivory's drama about a troupe of English Shakespearean actors, symbols of the rapidly fading old Anglo-Indian culture, and their gradual acceptance of inevitable change in the social order. Something of a modern classic, it is a film of charm, humor, human interest, and feeling for the pace of life and the culture of India. Story and screenplay by R. Prawer Jhabvala.

Film Images: Rent \$60.00 (classroom), \$120.00 (college campus or public showing)

TWO DAUGHTERS

114 min. b/w 1961 Bengali dialogue, English subtitles

Senior high—Adult

Indian director Satyajit Ray reveals the warmth of love and the blindness of lovers in this two-part film. In "The Postmaster" a student assigned to be postmaster of a village is nurtured and cared for by a little girl, yet not until he leaves does he realize the intense affection he has for her and she for him. "The Conclusion" centers on an arranged marriage wherein the bride flees her groom and eventually returns in true love. The stories are Tagore's.

Janus Films: Rent \$80.00 (high schools), \$125.00 (colleges) one showing.

8 mm Film Cartridges

AGRICULTURE IN INDIA

3½ min. color silent 1963

Intermediate—Senior high

The concept that agricultural equipment and techniques are determined by environmental and economic conditions is exempli-

fied by the Indian experience. Various agricultural techniques to raise wheat and rice are shown. The viewer will see farmers using wooden and iron plows and a seed drill, working in a rice paddy, harvesting and threshing rice, fertilizing the soil, using oxen to draw water from a well, and irrigating crops.

Doubleday Multimedia: Sale \$25.00

THE CITY IN INDIA: HISTORIES OF INDIAN CITIES

11 film cartridges 4-5 min. each color silent teacher's guide
1973

Senior high—Adult

Ten Indian cities are shown: Kanchipuram, Jaisalmer, Fatehpur Sikri, Chandigarh, Gwalior, Bombay, Simla, Goa, Jamshedpur, Ahmedabad. The photography provides views of interest particularly to students of urban planning, though teachers generally will find these loops useful when describing urban India. Accompanying the set is a ninety page guide, edited by Ainslie T. Embree, that supplies brief histories of each of the cities. A bibliography and brief 1971 census data on the cities are included.

Interbook Incorporated: \$450.00 set including 10 guides.
\$50.00 each including 1 guide.

CITY LIFE

3 min. color captions notes 1970

Elementary—Senior high

The variety and number of people, animals, and vehicles found on the streets of Ahmedabad, the capital of the state of Gujarat. (India Series)

BFA Educational Media: Sale \$24.95

CITY MARKETS

3 min. color captions notes 1970

Elementary—Senior high

Outdoor marketing activities in Ahmedabad ranging from individual merchants operating from curbs to larger, more specialized marketing areas. (India Series)

BFA Educational Media: Sale \$24.95

CONCEPTS OF INDIA

2½ min. color silent 1963

Intermediate—Senior high

A series of scenes which commonly come to the mind of the average American when he thinks of India. This expression of familiar stereotypes is a useful stimulant to discussion preparatory to a study of India.

Doubleday Multimedia: Sale \$25.00

COTTAGE INDUSTRIES

2 film cartridges 4 min. each color silent teacher's guide on cartridge container 1975

Elementary—Senior high

A village potter makes clay bowls and kitchenware and artisans work with brats. (India: The Land and the People Series, Numbers 12 and 13)

Technique Learning Corporation: Sale \$22.00 each

A "DIFFERENT" CULTURE—BENARES, INDIA

4 min. color silent 1963

Intermediate—Senior high

This film gives a close-up view of the religiously oriented behavior of Hindus in one of India's most sacred places.

Doubleday Multimedia: Sale \$25.00

ERECTING A HIGH-RISE BUILDING

3 min. color captions notes 1970

Elementary—Senior high

Shows the construction of an Indian building and contrasts Indian building methods with those used at an American building site. (India Series)

BFA Educational Media: Sale \$24.95

THE GANGES VALLEY—INDIA

4 min. color silent 1963

Intermediate—Senior high

A quick overview of the geographic features of the Ganges valley.

The viewer sees the monsoon and dry seasons, native and cultivated vegetation, villages, towns, and cities on the great Ganges plain.

Doubleday Multimedia: Sale \$25.00

GURDEV BROTHERS

5 film cartridges 4 min. each color silent teacher's guide on cartridge container 1975

Elementary—Senior high

The daily routines of two young Sikh brothers from their breakfast to an evening temple visit. (India: The Land and the People Series, Numbers 4,5,6,7,8)

Technique Learning Corporation: Sale \$22.00 each

HIGHLIGHTS OF THE LIFE OF GANDHI

4 min. color or b/w silent teacher's notes

Intermediate—College

Segments of original newsreel footage of events in the life of Mahatma Gandhi.

Social Studies School Service: Sale \$17.95

INDIA GAINS INDEPENDENCE

4 min. color or b/w silent teacher's notes 1972

Intermediate—College

Segments of original newsreel footage of the historical events leading to India's independence from Britain in 1947.

Social Studies School Service: Sale \$17.95

INDIA'S HINDU AND MOSLEM HERITAGE

4 min. color silent 1963

Intermediate—Senior high

Several examples of ancient Hindu architecture featuring a temple at Khajuraho followed by a series of structures built during the periods of Muslim rule. The Taj Mahal is shown last as the finest example of the Mughal style.

Doubleday Multimedia: Sale \$25.00

INDIA'S POPULATION

4 min. color silent 1963

Intermediate—Senior high

This film depicts the tremendous size of the Indian population through a survey of crowded city streets and groups performing everyday functions. A religious celebration which draws a huge crowd is seen as well.

Doubleday Multimedia: Sale \$25.00

MODERN NEW DELHI—INDUSTRY AND TECHNOLOGY

4 min. color silent teacher's guide on cartridge container 1975

Elementary—Senior high

A tour of India's capital showing Parliament, the United States Embassy, the construction of an apartment house, an ancient Hindu temple, power lines, buses, flour mills, and trains. (India: The Land and the People Series, Number 14)

Technique Learning Corporation: Sale \$22.00

NEW DELHI DENTIST'S FAMILY—MORNING

4 min. color silent teacher's guide on cartridge container 1975

Elementary—Senior high

A visit to the family of a New Delhi dentist in their middle class neighborhood, showing that their life is a blend of modern ways and traditional customs. (India: The Land and the People Series, Number 2)

Technique Learning Corporation: Sale \$22.00

NEW DELHI—FRUIT AND VEGETABLE MARKET

4 min. color silent teacher's guide on cartridge container 1975

Elementary—Senior high

A young Indian girl visits an outdoor market in New Delhi. (India: The Land and the People Series, Number 1)

Technique Learning Corporation: Sale \$22.00

NEW DELHI—SONDHI BROTHERS AT HIGH SCHOOL AND COLLEGE

4 min. color silent teacher's guide on cartridge container 1975

Elementary—Senior high

Two brothers attend high school and college in New Delhi. The

nature of campus life in New Delhi is seen and both the familiar and unfamiliar courses of study. (India: The Land and the People Series, Number 3)

Technique Learning Corporation: Sale \$22.00

TEA PLANTATION

4 min. color captions notes 1970

Elementary—Senior high

Harvesting and processing in a tea plantation. (India Series)

BFA Educational Media: Sale \$24.95

URBAN SQUATTER VILLAGE

3 min. color captions notes 1970

Elementary—Senior high

A squatter village in the city of Ahmedabad with scenes of the residents' domestic activities. (India Series)

BFA Educational Media: Sale \$24.95

USE OF LABOR IN DEVELOPING NATIONS—INDIA

4 min. color silent 1963

Junior high—Senior high

Twenty examples of common labor practices in India that illustrate traditional uses of individuals in production.

Doubleday Multimedia: Sale \$25.00

VILLAGE LIFE

4 min. color captions notes 1970

Elementary—Senior high

Scenes from a typical working day in an Indian village. (India Series)

BFA Educational Media: Sale \$24.95

VILLAGE LIFE IN DEVELOPING NATIONS—INDIA

4 min. color silent 1963

Intermediate—Senior high

A visual impression of typical activities which take place within

a North Indian village. This film was prepared by trained anthropologists who lived in the village for many months studying its culture.

Doubleday Multimedia: Sale \$25.00

WORKING ELEPHANT

4 min. color captions notes 1970

Elementary—Senior high

A day in the working life of an elephant. (India Series)

BFA Educational Media: Sale \$24.95

Filmstrips

AT A VILLAGE WEDDING IN THE PUNJAB, INDIA

48 frames color cassette 1972

Intermediate—Junior high

An intimate look at customs and tradition in the Punjab through a village wedding ceremony. (Living in Asia Today Series)

Coronet Instructional Media: \$10.00 filmstrip. \$8.00 cassette

BEHIND MUD WALLS 1925-1975

167 frames b/w and color cassette explanation of frames 1975

Senior high—Adult

A filmstrip based on, and prepared for use with, the highly recommended book of the same name by William and Charlotte Wiser (q.v.). Mrs. Wiser narrates and tells about North Indian village activities, castes, and courtyard life.

Asian Studies Curriculum Center, New York University:
\$18.00

BUDDHISM

2 filmstrips 52, 53 frames color 2 LP records or cassettes

5 spirit masters 1 LIFE reprint teacher's guide 1973

Senior high

The two filmstrips take up these aspects of Buddhism: the life of Buddha and his teachings; his image in sculpture and art; the

Middle Way and Wheel of Rebirth; the concept of Nirvana; Mahayana and Hinayana Buddhism; and Zen in modern Buddhism. (The World's Great Religions Series. Time-Life)

Social Studies School Service: \$50.00 set

ELEPHANTS OF INDIA

Three filmstrips Avg. 35 frames each color captions 1961

Elementary

The filmstrips' titles are: "This is an Elephant," "An Elephant Grows Up," and "An Elephant Goes to School." They show the life of elephants in southern India and their training as beasts of burden for use in Indian villages. Strip 1 contains various pictures of elephants and the uses of their trunks and tusks. Strip 2 displays the work activities of elephants. Strip 3 shows the way the elephant is trained while it is still an infant. The captioned strips require a teacher's commentary.

Encyclopaedia Britannica Educational Corporation: \$24.90 set. \$10.00 each

FAMILY OF INDIA

75 frames color LP record or cassette teacher's guide 1975

Elementary—Junior high

This filmstrip endeavors to help students overcome the sense of overwhelming distance often felt when first encountering the Indian lifestyle. It shows the daily activities of the members of a single Indian village family and uses on-site photographs and natural sounds. The significance to Indians of the Ganges River and the holy city of Banaras, both nearby the village, is also explained. (Families of Asia Series)

Encyclopaedia Britannica Educational Corporation: \$17.00

FAMILY OF INDIA

49 frames color captions teacher's guide 1965

Elementary—Intermediate

Using an actual family and a real situation, the strip offers an intimate view of the way a family lives in India. It is narrated in caption by an Indian child who introduces his family and explains

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some of his home scenes. Maps are used and discussion frames at the end of the filmstrip provide an opportunity for map exercises. (Families of Other Lands Series)

Encyclopaedia Britannica Educational Corporation: \$10.00

THE GIANT AND THE DWARF: INDIA'S GREEN REVOLUTION

126 frames color LP record or cassette teacher's guide 1975
Senior high—Adult

Using on-site visuals and interviews with government officials, agronomists, and farmers, the filmstrip takes a look at the Indian experience with modern technology in agriculture. The program shows the social and political ramifications of the Green Revolution and the relationship of food production to land reform, education, population policies, and oil. Produced by Dr. Marshall Windmiller.

Zenger Productions, Inc.: \$15.95

GLIMPSES OF INDIA

100 frames color silent 1974
Junior high—Senior high

This filmstrip was prepared by NYU's Class of 1974 Masters Degree Program in Asian Studies for use in school classrooms. It illustrates Indian village life, city life, a South Indian wedding, crafts, religion, and people. The frames are all identified. Delivery requires four to six weeks.

Asian Studies Curriculum Center, New York University:
\$10.00

HINDUISM

2 filmstrips 57, 62 frames color 2 LP records or cassettes
3 spirit masters 1 LIFE reprint teacher's guide 1973
Senior high

A straightforward presentation of the history, basic beliefs, and important rituals of Hinduism together with an account of the way Hinduism is adapting to the modern world and some of the

schisms within the faith. (The World's Great Religions Series. Time-Life)

Social Studies School Service: \$50.00 set

IMPERIALISM

3 filmstrips 87, 86, 90 frames color 3 LP records or cassettes
teacher's notes narration text 1972

Intermediate—Junior high

These filmstrips define and analyze European imperialism and examine it through three case studies: the Spanish in Latin America; the British in India; and the multinational division of Africa in the nineteenth century.

Educational Audio Visual, Inc.: \$48.00 set with records.
\$54.00 set with cassettes

INDIA: GREECE OF THE ORIENT?

2 filmstrips 100 frames color 1 LP record or cassette teacher's
guide 1973

Junior high—Senior high

A survey of the history and development of India, with emphasis on India's cultural achievements and their contributions to other nations. The strips examine India's impact on art, architecture, mathematics, and medicine, the effect of cultural developments in India on the rest of Asia, and the parallel of India and Asia to Greece and the Western world. They also review how early cultural advancements, which predated Western developments, were able to survive centuries of internal warfare and strife. (Multi-Media Productions)

Social Studies School Service: \$16.95 set

INDIA: ITS FIGHT FOR SURVIVAL

6 filmstrips 64 frames each color 6 LP records or cassettes
12 spirit masters teacher's guide 1972

Intermediate—Junior high

The filmstrip titles are: 1. "The Land and the People" 2. "Shadow of the Past" 3. "The Social Struggle" 4. "The Economic Struggle" 5. "The Political Struggle" 6. "The Quest for Peace". The set

Audio-Visual Materials

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provides an introduction to the study of India. It discusses the diversity of people, the influence of geography, history, religious beliefs, social customs, economic problems, government, and foreign relations. The narration is divided between an American speaker, who introduces each section and suggests the discussion questions, and an Indian speaker, who gives the body of the narration. The spirit masters contain synopses of the filmstrips, the discussion questions from the filmstrips, vocabulary words, and evaluation questions for the student. Chosen as one of the year's best filmstrip sets in 1973 by PREVIEWS. (A Scott Production)

Jam Handy Filmstrips: \$87.00 set

MAJESTIC INDIA

3 filmstrips color 3 cassettes study guide 1974

Elementary—Junior high

The titles of the set's strips are: "There is Only One India," "India: Fabulous Treasure House of the East," and "Growing Up in India." They discuss the cultural heritage, history, government, art and architecture, education, children's pastimes, and the future of India. Some comparisons are made with the United States.

Macmillan Publishing Company: \$51.64 set

ON HOUSEBOATS IN KASHMIR

53 frames color cassette 1972

Intermediate—Junior high

In this filmstrip showing life on the canals and lakes of Srinagar in Kashmir, water replaces land as a base, but similarities of living persist. (Living in Asia Today Series)

Coronet Instructional Media: \$10.00 filmstrip. \$8.00 cassette

RELIGIONS IN INDIA

7 filmstrips Avg. 39 frames each color 4 cassettes teacher's guide 1970

Junior high—College

This set of seven filmstrips introduces seven different religions as

practised in India. The religions are Buddhism, Hinduism, Islam, Jainism, Sikhism, Zoroastrianism, and Christianity. Each filmstrip follows the same basic outline: fundamental precepts of the religion; religious practice; articles used for religious worship or practice; places of pilgrimage, sacred and historical. The teacher's guide includes questions or topics for discussion before and after viewing each filmstrip.

InterCulture Associates: \$98.00 complete. Hinduism and Buddhism—\$40.00. Islam and Jainism—\$40.00. Zoroastrianism, Sikhism, and Christianity—\$60.00.

TRADITIONAL THEATRE OF SOUTH INDIA

2 filmstrips 29, 34 frames color silent script teacher's guide 1972

Senior high—Adult

Selected theatre forms are examined as they demonstrate the close connection between religion and art in South India. Part 1 illustrates the religious rituals that precede and accompany many of well-known theatre forms. Part 2 explores the colorful world of Kathakali, Kutiyattam, Krishna-nattam, Yakshagana, Bhagavata Mela, and Kuchipudi with special emphasis on symbolic make-up, costumes, dance, and music. The filmstrip was prepared by Professor Farley Richmond of Michigan State University.

Olesen Films: Sale \$15.50 set, \$7.75 each. Rent \$7.50

TWENTIETH CENTURY NATIONALISM

2 filmstrips 81, 91 frames color 2 LP records or cassettes teacher's notes narration text 1973

Intermediate—Junior high

The causes, results, and effects of nationalism in our time are examined through case studies of two routes to independence: constitutional (India) and revolutionary (Vietnam). The set develops the reasons why conquering nations suppressed development in their colonies and traces the aftermath in India, Vietnam, and former African colonies. It concludes by asking students to evaluate nationalism today.

Educational Audio Visual, Inc.: \$34.00 with records. \$38.00 with cassettes

TWO CULTURES: A CASE STUDY IN VALUES

4 filmstrips 90 frames each color 4 LP records or cassettes
teacher's guide 1972

Senior high—College

This set of filmstrips compares social ethics and life in India and the United States by discussing tradition, thought, and alienation as part of the cultures of the two countries. It describes and compares the historical backgrounds of Indian and American thought, religion, values, and the traditions of self-reliance, monogamy, extended family, caste, and individualism. The program is designed to lead students to analyze their own ties to tradition, values, and thought patterns and to consider questions which have no right or wrong answers. (Schloat Productions)

Social Studies School Service or Schloat Productions: \$80.00
set with records. \$95.00 set with cassettes

UNDERSTANDING HINDUISM

58 frames color LP record or cassette teacher's guide 1968

Intermediate—Junior high

A few of the basic beliefs of Hinduism are explained. A Hindu boy completes the sacred thread ceremony and makes a pilgrimage to nearby Hindu temples. The use of figures of gods and animals to lead worshipers to Brahman and glimpses of wedding and funeral rites are shown. (Religions Around the World Series)

Society for Visual Education: \$17.50

VILLAGE LIFE IN INDIA

41 frames color captions teacher's guide 1965

Intermediate

The filmstrip aims to help the young American appreciate the similarities of his needs and those of the Hindu peasant. The ways in which these needs are met are dramatically contrasted.

Denoyer-Geppert Audio Visuals: \$7.50

AUDIO TAPES AND RECORDS

Music of India

This section has been contributed by Marie Joy Curtiss, School of Music, Syracuse University.

General Information

Purchasers of recordings of the music of India should be prepared to spend time in locating the particular items desired. We seek with the material given here to make this work a little easier.

Local record stores carry only a very few, if any, records of Indian classical music or folk music. As the sale of film music is more profitable, this is what is usually stocked. Local dealers, however, can order any American-made recording. This takes upwards of three weeks to accomplish.

Indian record imports are distributed by various dealers, some of which are listed herein. Peters International is a major United States wholesaler-distributor of Indian imported records. InterCulture Associates, which specializes in servicing schools, also stocks a large selection of Indian classical music records. Peters will special-order records from India, a procedure requiring from three to six months depending on the immediate availability of the record in India. To avoid undue delay, therefore, it is well to "shop around" when specific records are desired.

Sources

FOLKWAYS SCHOLASTIC. 906 Sylvan Avenue, Englewood Cliffs, NJ 07632 List of ethnic and non-Western releases.

INDIA PUBLICATIONS LTD. 307 Fifth Avenue, New York, NY 10016 Free catalogue.

INTERCULTURE ASSOCIATES INC. Box 277, Thompson, CT 06277 Free record listings: classical, folk, film.

LIBERTY RECORDS. 6920 Sunset Blvd., Los Angeles, CA 90028 Source for: World Pacific, Folkways, Nonesuch, Connoisseur.

LYRICHORD DISCS INC. 141 Perry Street, New York, NY 10014

PETERS INTERNATIONAL INC. 619 West 54th Street,
New York, NY 10019

Source for: EMI, Odeon, Gramophone Co. of India,
UNESCO. Catalogue: free/institutions; \$1.00/individuals.

W. SCHWANN, INC. 137 Newbury Street, Boston, MA 02116
Schwann Catalogues I and II.

SERENADE RECORD SHOP. 1800 M Street, N.W.,
Washington, DC 20036

Usually has 12-15 classical selections on hand plus film music.
UNIPUB. Box 433, Murray Hill Station, New York, NY 10016
Another source for UNESCO.

Record Listings

The Schwann catalogues, at local record stores or public or university libraries, are complete but do not give full information, e.g. ragas and medium of performance. SCHWANN I lists the new releases and SCHWANN II covers the older (two years or more) still available records. The category is "International Pop and Folk Music—India." Record reviews of Indian classical and folk music sometimes appear in ETHNOMUSICOLOGY, the journal of the Society for Ethnomusicology. UNESCO has a series of anthologies covering several aspects of Indian music. Nonesuch (Explorer Series) has several good recordings of Indian music.

Record Prices

Prices for all disc recordings vary from \$5.98 to \$8.98 per record. The price of collections is based on this per record cost. Some sources quote somewhat lower prices to schools and religious institutions.

Selecting Indian Records

Classical records produced in India are pressed in limited editions. New pressings can have a different number from the original. When trying to locate a specific record, the name of performers and ragas, and the company number when available (usually found on the upper right hand corner on the back of the jacket) should be included.

If you must make a selection from what is available at a given time, one method is to choose according to performers and ragas.

SOME TUNEFUL RAGAS

Asavari Basant Bhairav Bhairavi Bhupal Bilaval Chandra-
kauns Desh Dabari Gujar-Todi Kafi Kalyan Khamaj Lalit
Malkauns Marwa Megh Mallar Multani Piloo Puriya-Dhanashri
Rangeshwari Shri Shankara Tilak-Kamod Todi Yaman

SOME WELL KNOWN ARTISTS

SAROD: Ali Akbar Khan Rehmat Ali Khan Sharan Rani
SITAR: Ravi Shankar Vilayat Khan Nikhil Banerji
SARANGI: Ram Narayan Sabri Khan Munir Khan
SURBAHAR AND SITAR: Imrat Hussain Khan
VINA: S. Balachander K.S. Narayanaswamy V. Doreswamy
Iyengar
VICHITRA: Gopala Krishna B.S. Singh
FLUTE: Vijayraghavarao Pannalal Ghosh T. Vishvanathan
VIOLIN: T.N. Krishnan V.V. Subramaniam V.G. Jog
SHEHNAI: Bismillah Khan
NAGASWARAM: Kothandapani
MRIDANGAM: T.K. Murthy Palghat Raghu T. Ranganathan
TABLA: Ahmedjan Thirakhwa Chatur Lal Shanta Prasad
Shankar Ghosh

VOCALISTS

About three-quarters of all concerts in India are by vocalists. Singing is the preferred medium of performance. It is the West that has given impetus to the instrumentalists as soloists.

Classical music vocalists: Begum Akhtar (light classical) Hirabai Barodekar Dagar Brothers (senior) Girja Devi of Banaras Sideshwara Devi Kumar Gandharva R. Semmangudi Srinivasa Iyer Bhimsen Joshi Kesar Bai Kerkar Amir Khan Bade Ghulam Ali Khan Faiyaz Khan Naiz Ahmed and Fayyaz Ahmed Khan S. Rajam M.S. Subbulakshmi Omkarnath Thakur

Film music vocalists: Hemant Kumar Lata Mangeshkar Mohammed Rafi

Tapes of Music of India

Custom-made tapes give more music per dollar than pressed records and in some instances the sound may be better. Cassettes are useful in carrels and for individual listening on small tape recorders. When music is to be used in a classroom situation, quarter-inch, reel-to-reel is by far the best, for the listener must observe the small details of Indian music; otherwise the meaning is missed.

The tapes described here represent an economical means of building a useful library of Indian music. One side of a seven-inch reel of quarter-inch tape recorded at $7\frac{1}{2}$ IPS will hold both sides of a twelve-inch disc recorded at 33 $\frac{1}{3}$ RPM.

PAN-ORIENT ARTS TAPES OF INDIAN MUSIC

6 double-track, quarter-inch, reel-to-reel, seven inch audio tapes recorded at $7\frac{1}{2}$ IPS. Descriptive guide, "The Music of India," by Marie Joy Curtiss (86 pp.)

Full compositions of both North and South Indian styles, vocal and instrumental, are given by noted artists of India. The guide takes the listener through each composition. Notes describe the instruments played and the forms. A glossary of musical terms and an appendix of ragas, performers, and instruments are designed to assist in locating specific items. Produced by the New York State Education Department, Center for International Programs and Comparative Studies in cooperation with the Pan-Orient Arts Foundation.

The Reproducing Laboratory, Newhouse Communications Center II, Syracuse University, Syracuse, NY 13210: \$45.00 set

FIFTY-TWO EXAMPLES OF INDIAN MUSICAL STYLES

3 double-track, quarter-inch, reel-to-reel, seven inch audio tapes recorded at $7\frac{1}{2}$ IPS.

An overview of the whole Indian musical system. Each example is approximately one minute in length and shows a typical form or style. Descriptive notes precede each example.

Send inquiries to Marie Joy Curtiss, Manlius, NY: \$25.00 set

CUSTOM-MADE TAPES

Complete performances of some of the above excerpts, as well as other recordings, are available from an extensive collection recorded in India for educational purposes only. Additional self-instructional tapes will be made up upon request.

Send inquiries to Marie Joy Curtiss, Manlius, NY.: Prices range from \$5.00 for a five-inch reel (18 min., one side) to \$11.00 for a seven-inch reel (both sides).

Selected Foreign and Domestic Discs

These records were available as of January 1976 and represent a carefully chosen sample of Indian music records readily obtainable at that time. This listing uses spellings found on the respective record jackets. *Rag* or *raga*, *tal* or *tala* are used in North India while *ragam* and *talam* are usually found in the South.

Strings

Sitar: VILAYAT KHAN. Tabla: Shanta Prasad. EMI Odeon MOAE 169

Side 1: Raga Tilak-Kamod. Tin *tala*. Side 2: Raga Bhairavi in thumri style. *Tala* Keharwa. Gat in fast tempo.

Sitar: RAVI SHANKAR. Tabla: Alla Rakha. Odeon EASD 1502 (Stereo) Also available on tape (MCPFI 6094)

Ragas: Kameshwari, Gangeshwari, Rangeshwari.

Sitar: RAVI SHANKAR. Tabla: Alla Rakha. Angel S-36026
Ragas: Piloo, Dhun, Ananda-Bhairavi.

Sarod: ALI AKBAR KHAN. Tabla: Shankar Ghosh. EASD 1290 (Stereo)

Ragas: Miyan Ki Todi, Zilha Kafi in thumri style.

Sarod: ALI AKBAR KHAN. Tabla: Shashi Bellari. EALP 1301
Ragas: Multani, Hindol-Hem

Sarod: SHARAN RANI. Tabla: Chatur Lal World Pacific 1418
Ragas: Kausi-Kanada, Lalit, Pancham Savari.

Sarod: ASHISH KHAN. Tabla: Alla Rakha. World Pacific 21444
(Stereo)

Raga Lalit in *Tin tal*: Raga Yaman Kalyan in *Jhaptal*.

Surbahar and Sitar: IMRAT HUSSAIN KHAN. Tabla:
Keramatulla Khan. EMI Odeon EASD 1403 (Stereo)
Side 1: Raga Shri, alap on the surbahar. Side 2: Raga Shri on
the sitar.

Vina: S. BALACHANDER. Mridangam: Sivaraman. THE
MUSIC OF SOUTHERN INDIA. Nonesuch (Explorer Series)
H-72003 (Stereo) Side 1: "Karpagame" in ragam Madhyama-
vathi, *Adi talam*. "Neethumahima" in ragam Hamsanandhi,
Adi talam. Side 2: "Ammaravamma" in ragam Kalyani,
Jampa talam.

See also MUSIC FROM SOUTH INDIA, World Pacific
S 1426.

Vina: M. NAGESWARA RAO. Mridangam: T. Ranganathan.
Kanjira: V. Nagarajan. Tambura: P. Srinivasan. THE
TEN GRACES PLAYED ON THE VINA. Nonesuch
(Explorer Series) H-72027 (Stereo)

Three Tyagaraja Kritis: "Telisi Rama Chintanata" (raga
Purnachandrika); "Anuragamuleni" (raga Saraswati), "Emi
Jesite Nemi" (raga Todi).

Wind Instruments and Drums

Shehnai: BISMILLAH KHAN. EMI Odeon MOAE 113
Side 1: Raga Lalit, *Tin tala*. Side 2: Raga Madhmat-Sarang,
Tin tala.

Shehnai: BISMILLAH KHAN. EMI Odeon EALP 1285
Ragas: Bhairav, Multani, and Piloo in *thumri* style.

Sundri: SIDHRAM JADHAV. Tabla: Narayan Rao Indorekar.
EMI Odeon S-MOCE 1151

Side 1: Ragas Boop, Khamaj Thumri, Pahadi Dhun. Side 2: Ragas Malkauns, Pilu Thumri, Desh Dhun.

Flute: T. VISHVANATHAN. Violin: L. Shankar. Mridangam: T. Ranganathan. RAGAM, TANAM, PALLAVI. Nonesuch (Explorer Series) H-72052 (Stereo)

Raga: Shankarabharana. *Tala*: Misra Chapu.

Side 1: Ragam, Tanam, Pallavi, Niraval, Trikala. Side 2: Svara Kalpana, Tani Avartanam; Kriti by N.K. Ayyar in raga Tanarupi; Tillana by T.S. Bhagavatar in raga Hindolam.

Tabla and Pakhawaj: GREAT PERCUSSION MASTERS. EMI Odeon MOAE 5007, EASD 1335 (Stereo)

Side 1: Shanta Prasad, Tabla. *Tin tal* and *Jhaptal*; Ahmedjan Thirakhwa, Tabla. *Rupak tal*. Side 2: Amir Hussain Khan, Tabla. *Ek tal*, *Chautal*, *Adi tal*; Madhavrao Alkutar, Pakhawaj. *Ek tal*.

Vocal Music

BHIMSEN JOSHI. Tabla: Shripad Nageshkar. EMI Odeon SMOAE 5010 (Stereo)

Side 1: Raga Komal-Rishabh-Asavari-Todi. Side 2: Raga Marwa.

KESAR BAI KERKAR. EMI Odeon EALP 1278 (Old number MOAE 156) Short classical compositions accompanied by tambura and tabla. Nine different ragas are used for as many texts by this great singer.

AMIR KHAN Singing Khayal. Tabla: Afaq Hossain. EMI Odeon S-MOAE 180

Ragas: Megh and Lalit.

The late Ustad Amir Khan was one of India's finest singers of recent years.

BADE GHULAM ALI KHAN. EMI Odeon EALP 1258 (Old number MOAE 105)

Ragas: Goonkali and Malkauns.

PANDIT ONKARNATH THAKUR. EMI Odeon 33ECX 3252

Side 1: Four Songs. Ragas: Deshi-Todi, Todi, Nilambari, Sughrai. Side 2: Two songs in raga Malkauns.

M.S. SUBBULAKSHMI. EMI Odeon MOAE 5001, 5002, 5003 (3 discs)

Side 1: Raga Harikambhoji. Side 2: Raga Panthuvrali. Sides 3 and 4: Raga Sankarabharanam. Side 5: Three Kritis by famous South Indian composers. Side 6: Four Kritis.

The great singer of South India. This is an album of her United Nations concert.

NORTH INDIAN VOCAL: DHRUPAD AND KHYAL. UNESCO Collection. Alain Danielou, ed. Philips 6586003.

Side 1: Dhrupad : Moinuddin and Aminuddin Dagar. Raga Kamboji. Side 2: Khyal: Robin Kumar Chatterjee. Raga Malkosh.

Collections and Miscellaneous

DEODHAR; THE RAGAS OF INDIA. (Instructional). Folkways FI 8368

Side 1: Introduction by Professor B.R. Deodhar. Demonstration of sitar, tabla, tambura. Vocal performance of raga Yaman. Side 2: Ragas Miya Malhar, Desh, Jaiyaivanti.

QAWALI NAT (Songs for the Muslim Saints). Angel label. Also EMI 3AEX 5140.

Twelve Qawalis with religious texts but sung in the usual Qawali style found in India today. The musical accompaniment has borrowed from film music.

FILM MUSIC. Lata Mangeshkar and Hemant Kumar. Capital Records T 10090

An excellent recording of selections from older films.

Recent releases (all EMI Odeon imports)

"Jis Desh Men Ganga Behti Hai" 3AEX 5004; "Guide" 3AEX 5074;

"Selections from Four Films" 3AEX 5202; "Collection of Film Tunes by Madan Mohan" 3AEX 5149.

The singers on the above include Lata Mangeshkar, Manna Dey, Mohammed Rafi, Hemant Kumar, Asha Bhosle, and Geeta Roy.

GHALIB PORTRAIT OF A GENIUS. EMI Gramophone Co. of India ECSD 2404 (Stereo)

Ghalib (1797-1869) is a celebrated Urdu poet. Here his poetry is set to music by two famous Indian singers, Mohammed Rafi and Begum Akhtar, with string accompaniment. Nine different compositions based on Ghalib's poetry are given.

THE ANTHOLOGY OF INDIAN MUSIC VOL. 1. World Pacific WDS 26200 (3 discs)

Ravi Shankar, Ali Akbar Khan, Balachander, and many other artists. Raga Jaijawanti—Ravi Shankar; Raga Basant Kukari—Ali Akbar Khan; Ninnu Vinagamari—Balachander.

An excellent introduction to Indian music. Ravi Shankar presents a history and appreciation of Indian music. Short historical examples are interspersed with the text. A beautifully illustrated, informative booklet is included.

A MUSICAL ANTHOLOGY OF THE ORIENT: INDIA I. VEDIC RECITATION AND CHANT. UNESCO Collection. BM 30 L 2006 Barenreiter Musicaphon.

One record and a 12-page cover booklet with text of the recorded chants and information. English, French, German.

A MUSICAL ANTHOLOGY OF THE ORIENT: INDIA II. MUSIC OF THE DANCE AND THEATRE OF SOUTH INDIA. UNESCO Collection. BM 30 L 2007 Barenreiter Musicaphon.

One record and a 10-page cover booklet describing the different dance selections of Bharata Natyam and Kathakali. English, French, German.

CLASSICAL MUSIC OF INDIA (Northern India). Nonesuch (Explorer Series) H-72014 (Mono); H-72014 (Stereo)

A devotional song, a thumri, and several classical compositions on lesser known instruments make this record valuable. The instruments: bansri (tr. flute), sarangi, jaltarang, rudra vina (stem type), naubat shehnai (gateway court music) which includes the naqara drum. Recorded by John Levy.

Regional Folk Music from India

KASHMIR: TRADITIONAL SONGS AND DANCES, Nonesuch (Explorer Series) H-72058 (Stereo)

A variety of local instruments are presented both in the accompaniments and in solo. Soofiana Kalam, wedding songs, and many sorts of folk songs are performed by groups of local artists. A good collection from the Kashmir region.

FOLK SONGS OF KASHMIR. Lyrichord LLS7 7260

This collection represents a different sort of folk music from that given on the record above. The music is more highly developed and several interesting instruments are used: not, sarangi (folk), and rebab. "Bombay Song" borrows a little from the film idiom. Texts of other songs are taken from Sufi devotional poetry (Muslim).

FOLK MUSIC OF THE PUNJAB EMI Odeon 2331 Vol. IV

Twelve selections performed by ten different people. All but one has a romantic text. The accompaniment is played with two ektars by Narinder Biba and K.L. Aginhotra.

INDIAN STREET MUSIC: THE BAULS OF BENGAL.

Nonesuch (Explorer Series) H-72035 (Stereo)

The Bauls are religious ascetics who go from village to village in Bengal expressing their beliefs in poetry and song. These pieces are accompanied by folk instruments: khamak, kartal, nupur, ektara and dotara, which are one- and two-string instruments, and bells. The strings, serving as both melodic and rhythmic instruments, are accompanied with added rhythmic effects by the bells. Produced by Peter Siegel.

MUSICAL ATLAS; INDIA. EMI Odeon C064-17859 (Stereo)

Kajri, Hori, Virha, Dhun, Gari, religious Bhajana (Hindu),

a Sufi song, and Qawali make up this collection from Banaras, Bihar, and Bundelkhand. Instruments include the flute, mandar, and Khanjri. Jacket notes in English are helpful. From the UNESCO Collection.

Additional information regarding music of India discs may be found in:

ORIENTAL MUSIC: A SELECTED DISCOGRAPHY

International Institute for Comparative Music Studies and Documentation, Berlin, comp.

New York, Foreign Area Materials Center, 1971

99 pp. \$3.00

A DISCOGRAPHY OF THE ART MUSIC OF INDIA

Elsie B. Barnett, comp.

Ann Arbor, MI, The Society for Ethnomusicology, 1974

54 pp. \$4.00

Miscellaneous

THE ANCIENT ASIA VIEW OF MAN

Cassette 20 min. 1963

College—Adult

S. Radhakrishnan, eminent Indian philosopher and former President of India, discusses the topic.

Jeffrey Norton Publishers, Inc.: \$14.00

THE BHAGAVAD GITA

2 LP records 100 min. 1976

Senior high—Adult

P. Lal reads the complete 18-canto text of his English transcreation of the BHAGAVAD GĪTĀ. The opening and closing slokas of each canto are chanted in Sanskrit. The aim is to bring out the spoken quality and immediacy of meaning of Hinduism's "dialogue of dharma"—the intimate questions and answers of Arjuna and Krishna on the battlefield of Kurushetra. The records used in

combination with P. Lal's text provide an unusually effective way to study the **GĪTĀ**, Hinduism's most exalted scripture.

Records—Writers Workshop, Calcutta, India: \$14.00 post free
Book—**THE BHAGAVAD GITA** by P. Lal. InterCulture Associates: \$1.75 (paper)

BOMBAY

Cassette 30 min.

Senior high—Adult

A portrait in sound of Indian culture and the life of the people of Bombay. Interviews with Indians of every walk of life, from a leading intellectual to an old man dancing in the streets.

Center for Cassette Studies: \$12.95

THE EXOTIC SOUNDS OF INDIA

Cassette 28 min.

Junior high—Adult

Ravi Shankar, India's famed sitarist, talks about himself and his music and plays the intricate "old and sacred" music of his country.

Center for Cassette Studies: \$14.95

THE GANGES

Cassette 60 min.

Intermediate—Adult

The tremendous impact of North India's great river on the religious and social life of the people.

Center for Cassette Studies: \$14.95

GURUS, DISCIPLES, AND ASHRAMS

Cassette 54 min. 1973

College—Adult

Peter Brent discusses his visits to Indian ashrams.

Jeffrey Norton Publishers, Inc.: \$14.00

INDIA: ITS MUSIC AND ITS PEOPLE

LP record or cassette teacher's guide

Junior high—Senior high

Indian folk music provides the background of a narrative about the people of India. The guide contains facts about the country and drawings of Indian musical instruments. (International Series. World Federation of the United Nations Associations)

Social Studies School Service: \$5.95 (record), \$7.50 (cassette)

THE STORY OF GANDHI

Cassette 23 min.

Junior high—Adult

The life story of the father of independent India. Revealing insights into his character and philosophy, his life among India's "untouchables", and his technique of non-violence against excessive governmental power.

Center for Cassette Studies: \$10.95

JAWAHARLAL NEHRU AND EMERGING INDIA

Cassette 27 min.

Senior high—Adult

India's first prime minister, Jawaharlal Nehru, reviews his career, the rise of the Indian independence movement, and his efforts to reconstruct India after partition and in the first years of independence.

Center for Cassette Studies: \$12.95

VIDEO TAPES AND CASSETTES

CHHAU, THE MASKED DANCE OF BENGAL

Video cassette or tape 30 min. color no date

Senior high—Adult

The Chhau dancers were discovered less than two decades ago by an anthropologist in a remote village district in West Bengal. Some of their centuries-old war dances, which 300 years ago began to incorporate RĀMĀYANA stories, are shown as well as a demonstration of various characterizations of animals and gods.

Audio-Visual Materials

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Two video cassettes or tapes on Kathak dance are also available: SITARA and KATHAK; NORTH INDIAN DANCE (30 min. color).

Performing Arts Program, The Asia Society: Sale \$200.00 each. Rent \$30.00 each.

EXPLORING THE RELIGIONS OF SOUTH ASIA

15 video cassettes apprx. 30 min. each color 1975

College—Adult

These video cassettes were prepared by Professor David M. Knipe of the Department of South Asian Studies, University of Wisconsin and represent a major audio-visual presentation of South Asian religious traditions. The narration is clear, analytical, and in places very technical. At times interviews with other scholars were arranged. The packet offers adult students a substantial understanding of the basic elements of the various religions of South Asia.

Cassette titles: 1. An Introduction to the Religions of South Asia 2. Living Hinduism 3. Sectarian Hinduism I: Lord Visnu and His Worship 4. Sectarian Hinduism II: Lord Siva and His Worship 5. Sectarian Hinduism III: The Goddess and Her Worship 6. Jainism 7. The Buddha and South Asia 8. Himalayan Buddhism 9. Islam in South Asia 10. Christianity in India 11. Hindu temples and the Pilgrimage Tradition 12. Hinduism in South India 13. A Contemporary Guru: Rajnish and His Dynamic Meditation Cult 14. The Life-Cycle in Hinduism: Birth, Initiation, Marriage 15. Death and Rebirth in Hinduism.

David M. Knipe: \$630.00 set. \$45.00 each cassette.

FAMILIES OF THE WORLD: INDIA

Video tape 30 min. color teacher's guide 1973

Elementary—Intermediate

Namdeo, an appealing 14 year old boy, lives under the same roof with 85 persons, all members of his traditional extended family. Namdeo's activities, centered around existing cultural traditions, contrast with the practical education of his village school, The impact on the boy of his schooling and the work of the local doc-

tor are shown. New ideas are preparing Namdeo for a role in a changing world. One of five programs in Families of the World Series. (UNICEF, Japan Broadcasting Company, New York State Education Department)

Media-Materials Distribution Service: No charge for New York State use. Supply only blank tape for reproduction. Out of New York State, \$37.50 per tape plus blank tape for reproduction. Write for ordering instructions.

INDIAN MUSIC AND DANCE STUDIES

4 video tapes 15-30 min. each b/w 1968

Senior high—Adult

1. THE MUSIC OF INDIA (15 min.)

A raga is played on the sarod and tabla by Indian classical musicians.

2. UMA SHARMA PERFORMING KATHAK DANCE (27:15 min.)

The classical Kathak dance of North India is performed accompanied by the sarod, tabla, and pakhawaj. A teacher's guide, KATHAK, by Marie Joy Curtiss is available free from the Center for International Programs and Comparative Studies, New York State Education Department.

3. MUSIC FOR SITAR AND TABLA (30 min.)

Music and instruments of North India: sitar and tabla.

4. MUSIC FOR VINA AND MRIDANGAM (30 min.)

Music and instruments of South India: Vina and mridangam.

Media-Materials Distribution Service: No charge for New York State use. Supply only blank tape for reproduction. Out of New York State, \$37.50 per tape plus blank tape for reproduction. Write for ordering instructions.

MUSIC OF NORTH INDIA

4 video tapes 28 min. each color teacher's guide 1971

Junior high—Adult

These video cassettes are the same as the 16mm film series, MUSICIANS OF NORTH INDIA (q.v.)

Media-Materials Distribution Service: No charge for New York State use. Supply only blank tape for reproduction. Out of New York State, \$37.50 per tape plus blank tape for reproduction. Write for ordering instructions.

TEENAGERS OF THE WORLD: INDIA

Video tape 30 min. color 1975

Intermediate—Adult

Krishanma is 18 years old, a young wife, and mother of an infant daughter. The program focuses on the rural villages of India and especially on young mothers. Through the lives of Krishanma, her neighbors, and family, the traditions and crafts of an ancient civilization are contrasted with the needs of India in a changing world, especially health care and functional literacy classes. One of four programs in Teenagers of the World Series. (UNICEF, Japan Broadcasting Company, New York State Education Department)

Media-Materials Distribution Service: No charge for New York State use. Supply only blank tape for reproduction. Out of New York State, \$37.50 per tape plus blank tape for reproduction. Write for ordering instructions.

MULTI-MEDIA KITS

INDIA E.M.S.

- | | |
|--|---|
| 3 color sound filmstrips | 12 spirit master maps and matching transparencies |
| 35 white plastic raised relief maps | |
| 5 clear plastic raised relief maps | 12 readings and activities |
| 20 student independent activities (spirit master form) | 1 eyedropper |
| | 1 set of liquid markers |
| | 1 teacher's guide |

Audience: Elementary—Junior high

This kit is designed to provide a stimulating introduction to India through sight, sound, and touch. The three filmstrip titles are: "Around the World with E.M.S.," "The Journey: Discovering the Land," and "The Culture: A Way of Living." The first filmstrip introduces the series of E.M.S. hits and gives suggestions for their use. The other filmstrips give a general overview of the land and people of India. The kit contains sets of short stories, activities (including games and Indian recipes), and maps showing facts, such as population density, about India.

It can be used in several ways, although some experimenters were unable to use the kit in all the ways suggested in the filmstrips. They found that some of the information given is inaccurate or biased and should be corrected by the teacher.

Mealey Productions International, Inc.: \$135.00

THE RAMAYANA: THE STORY OF RAMA

Hard cover book, THE RAMAYANA; THE STORY OF RAMA, by Bapu (*pseud.*)

Filmstrip 72 frames color cassette

Poster of RĀMĀYANA scenes 20" x 30" six colors

Traditional story-telling cloth covering wooden packing box
Learning guide

Audience: Elementary—Senior high

The kit introduces the great epic, the RĀMĀYANA, in a retelling by famed Indian cartoonist, Bapu, and in an accompanying filmstrip. The book's text and the filmstrip frames and narration are coordinated. Almost all the filmstrip's frames are taken from a Telugu feature film, SAMPOORNA RAMAYANAM, which makes the characters life-like, but which sometimes results in overly gaudy scenes for American students unused to Indian film techniques. A teacher's explanation of this would aid in preserving the authenticity of the story. The background music is on the vina. This kit is for students from the upper elementary grades through high school.

InterCulture Associates: \$50.00

THE RHYTHMS OF INDIA

Folk musical instruments

Cassette

Indian folk songs in Western notation

Learning guide

Audience: Nursery schools, kindergartens, and elementary schools

Several kits designed to introduce young children to a very different, ancient musical system before their musical prejudices are formed. Made up of a number of actual Indian folk instruments, the kits are the basis for a rhythm band. Each kit contains a learn-

Audio-Visual Materials

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ing guide with 18 Indian folk songs in simple Western notation for piano, flute, or kazoo; 7 songs fully "orchestrated" for all the instruments in the kit; exercises for each instrument; cassette tape of the exercises in order to learn in the Indian manner, by listening and repeating.

InterCulture Associates: Primary 10 player set \$60.00; Primary 15 player set \$70.00; Elementary 10 player set \$75.00; Elementary 20 player set \$100.00.

VILLAGE LIFE STUDY KITS

Seven cultural learning kits for intensive study of Galibpur, a North Indian village. They were produced for elementary and secondary schools by Joan M. and Henry Ferguson of Inter-Culture Associates.

THE INDIAN VILLAGE LIFE KIT

42 artifacts

Filmstrip, A GALIBPUR DAY 56 frames color cassette

Set of 16 activity cards

14 overhead transparencies with 14 identical spirit masters with charts, graphs, maps, and house diagrams

10 sets of student readings on marriage, government, folklore, and other aspects of life in the village

4 Census of India Village Survey Monographs

Learning guide

All packed in a trunk

This kit brings Galibpur village culture into the classroom. The artifacts are real and authentic. They include Indian clothing, cooking vessels and utensils, toys, a kite, ornaments, bed covers, metal dishes, smoking pipe, flute, and various other household items. The filmstrip follows life from dawn to dusk in Galibpur, a wheat-growing plains village of North India. The narration is designed to evoke questions and to stimulate inquiry rather than to tell all. Village music from Galibpur is performed on side two of the cassette by the musicians who appear in the filmstrip. The kit's purpose is to provide students (and teachers) with a "feel"

for an Indian village difficult to obtain short of being there. The kit is for elementary and secondary school students.

InterCulture Associates: \$525.00

The activity cards, Census of India Monographs, filmstrip program, and student readings can be ordered separately at small prices

Variations of this kit make up special study units for specific grade levels and purposes. These are listed below. The contents of these units may be obtained by writing InterCulture Associates.

SECONDARY UNIT: ECONOMIC LIFE KIT	\$200.00
SECONDARY UNIT: SOCIAL LIFE KIT	\$175.00
SECONDARY UNIT: BASIC LIFE KIT	\$135.00
ELEMENTARY UNIT A	\$165.00
ELEMENTARY UNIT B	\$100.00
ELEMENTARY UNIT C	\$ 50.00

TOPOGRAPHICAL MODEL OF GALIBPUR

A three-part, table-top model, apprx. 36"x30"

Audience: Elementary—Junior high

The kit, to be assembled and painted, includes a white plastic contour model in three parts, house and fence pieces of various sizes, and a learning guide with maps, charts, plans, and diagrams of the village of Galibpur. Students learn about the influence of caste structure and unique features of village planning in North India.

InterCulture Associates: \$40.00

Slides

ACSAA COLOR SLIDE PROJECT ON INDIAN ART

14 sets of 100 color slides each set

Audience: General. Art students.

The American Committee for South Asian Art is endeavoring, through this non-profit cooperative color slide project, to offer its members and other interested individuals and institutions the best available slides of South and Southeast Asian art at the least possible price. Beginning with the academic year 1974-75,

four or five sets of 100 slides each have been made available each year. Each set concentrates on a particular aspect of Indian art and is prepared by a scholar with expertise in that area. Complete coverage of South and Southeast Asian art is contemplated over the course of the next few years.

Subjects of the sets to date: 1. Gupta temples and sculptures 2. South Indian temples, sculptures, and paintings 3. 16th century Mughal miniatures (chiefly the Victoria and Albert Museum AKBAR NAMA) 4. Ajanta: architecture, sculpture, painting 5. Early Buddhist art of the stupas (Amaravati, Bharhut, Sanchi) 6. Chalukyan art 7. Central Indian monuments (including temples of Khajuraho) 8. Rajput miniature painting 9. Tibetan art 10. Early Buddhist cave temples 11. Jain temples of Mount Abu and the Sun Temple at Modhera 12. Architecture and sculpture of Orissa 13. Architecture of the great Mughals 14. Art of Sri Lanka (mostly Buddhist).

American Committee for South Asian Art, I. Job Thomas,
Coordinator: Write Professor Thomas for cost information and details.

ART OF INDIA AND SOUTHEAST ASIA

A set of 50 or a set of 100 color slides

Book, ART OF INDIA AND SOUTHEAST ASIA, by Hugh Munsterberg (Panorama of World Art Series, 239 illus., 102 in color)

The slides are correlated to the book whose author is a distinguished scholar of Asian art. The work surveys the art of the Indian subcontinent and of the nearby lands under its artistic influence. Its illustrations and text carry the art story from the third millennium B.C. to the miniature painting schools of the last century.

Universal Color Slide Co.: Set of 50 slides \$27.50. Set of 100 slides \$52.00. Book + 6 free slides \$9.95.

EAST MEETS WEST: A CONTRAST IN VALUES AND CULTURES

160 color slides in 2 carousel cartridges 2 cassettes 2 LP records
teacher's guide 1972

Senior high—College

A two-part examination of fundamental concepts of two major

Eastern cultures, the Chinese and Indian, and a survey of the impact of Western culture on Eastern countries—on Japan on the one hand, and on China and India on the other. The art and narration lead the student to probe Eastern ideas and philosophies as possible aids for solution of Western problems.

The Center for Humanities, Inc.: \$130.00

THE FABRIC OF INDIA

11 sets of 50 color slides each set annotations and background information 1971

Audience: General

Each set covers a different aspect of India. The subjects are: Agriculture, Architecture, Art, Modernization, Occupations, People, Religion, Rural life, Topography, Transportation, Urban life.

InterCulture Associates: \$500.00 complete. \$50.00 set

HINDUISM

140 color slides script

Junior high—Adult

The slides illustrate the holy places, images, and practices of Hinduism.

Yale Divinity School, The Visual Education Service: Sale \$70.00. Rent \$6.00

HISTORY OF INDIAN ART

10 sets of 38 to 40 2x2 color slides each set lecture notes

Audience: Senior high—Adult

The sets: 1. Pre-Buddhist Art 2. Early Classic Art. Maurya, Sunga, and Early Andhra periods. 3. Art Under the Kushans (Gandharan) 4. Art Under the Kushans (Mathura) 5. The Gupta Period 6. Rock-cut Sanctuaries 7. Architecture of the Hindu Dynasties 8. Sculpture of the Hindu Dynasties 7. Moslem Architecture in India 10. Indian Miniatures.

Budek Films and Slides: Unmounted \$12.50 set. Glass-mounted \$35.00 set. Cardboard-mounted \$25.00 set.

INDIA

4 sets of 32 2x2 color slides each set

Audience: General

Set 1. New Delhi, the Taj Mahal, Madras Set 2. People, customs, temples Set 3. Bombay, Calcutta, Cochin Set 4. Mamallapuram, Kanchipuram, Tirukalikunram.

Universal Color Slide Co.: \$6.75 per set

INDIA: A SELECTION OF OVER 2000 NEW COLOR SLIDES ON THE LIFE AND CULTURE OF INDIA

Audience: General

Views of the daily life and culture in all regions of India, urban and rural. A catalogue for India listing each slide is available on request.

World Color Slides: 80¢ each in plastic mounts. \$1.25 each in glass mounts. \$3.00 minimum order.

INDIA: PAINTINGS FROM THE AJANTA CAVES

30 color slides narrative script

Audience: General

A set of slides of the painting masterpieces of the Ajanta Caves (UNESCO Art Slides Series). The booklet, *BUDHIST ART IN INDIA* by Theodore and Patricia Vestal, includes a narrative to accompany these slides and may be obtained free from the Center for International Programs and Comparative Studies, New York State Education Department.

UNIPUB: \$18.50

INDIAN ARCHITECTURE AND SCULPTURE

13 sets of 10 2x2 color slides each set

Audience: Senior high—Adult

The sets: 1. Moslem Architecture (Mandu) 2. Moslem Architecture: Fatehpur Sikri 3. Moslem Architecture: Agra, The Taj Mahal 4. Moslem Architecture: Delhi 5. Sculpture of the Hindu Dynasties 6. Ellora Caves 7. The Temples of Khajuraho 8. Art Under the Kushans 9. Mahabalipuram 10. Art Under the

Kushans II 11. The Ajanta Caves 12. Sanchi 13. Kailasa Temple at Ellora.

Budek Films and Slides Company: Unmounted \$4.00 set.
Glassmounted \$9.00 set. Cardboard-mounted \$5.00 set.

**KISHAN GARHI VILLAGE, A GENERATION OF
CHANGE: TECHNOLOGY, SOCIETY AND CULTURE**
200 b/w and color slides teacher's guide 1972

This slide set, prepared by anthropologist McKim Marriott, presents evidence of continuity and change in the technology, social organization, and culture of a North Indian village. The village scene photographs, taken in 1951-52 and again in 1968-69, are paired to be shown either side-by-side or in sequence. Professor Marriott's written guide provides much information about Kishan Garhi, describes each slide, and suggests many alternative ways of using them: e.g. in discussions of women's roles, of castes and occupations, and of agricultural processes from field to food.

Interbook Incorporated: \$65.00 if prepaid. \$70.00 if billed

MUSIC, DANCE, AND RELATED ARTS OF INDIA

37 sets of 10 color slides each set. Descriptive notes

High school—Adult

The sets are grouped under four classifications: 1. Musical instruments 2. Dance and drama 3. Courts and temples (supporters of music, dance, and drama programs in the past) 4. Art related to dance and music.

Marie Joy Curtiss: \$7.00 each set. 20¢ postage for one set,
10¢ for each additional set. Write Professor Curtiss for
a list of the sets.

THE RĀMĀYANA

35 color slides script

Junior high—Senior high

The slides illustrate the story of the great epic. Prepared by Jean Johnson. Allow four to six weeks for delivery.

Asian Studies Curriculum Center, New York University:
Sale \$14.00 Rent \$4.00

STORIES IN STONE

Set of 74 color slides printed narrative teaching notes

Junior high—Adult

A set of slides of the sculptures of the rock temples of Mamallapuram, the cradle of South Indian temple sculpture.

Interbook Incorporated: \$25.00 set

THE STORY OF KRISHNA

40 color slides cassette explanation

Junior high—College

A set of slide reproductions of Indian art prints, mainly Kangra miniatures, that illustrate the legend of Krishna's childhood and young adulthood. Produced by Donald and Jean Johnson. Allow four to six weeks for delivery.

Asian Studies Curriculum Center, New York University:

Sale \$20.00 Rent \$4.00

INDIAN ART SLIDES

3 sets of color slides: Akbar-nama, Khajuraho, Sanchi

Senior high—Adult

AKBAR-NAMA consists of Indian miniature paintings illustrating the reign of Mughal Emperor Akbar. KHAJURAHO is a North Indian Hindu temple site that dates from about 1,000 A. D. SANCHI, 5th century A.D. Buddhist site is noted for its great stupa.

Interbook Incorporated: Akbar-nama, 24 slides, \$12.00;

Khajuraho, 40 slides, \$15.00; Sanchi, 50 slides, \$15.00.

PHOTOGRAPHS

INDIA STUDY PRINTS (rev. ed.)

17 b/w 9"x12" photographs teacher's guide spirit-mastered response sheet

Elementary—Junior high

Pictures of land, people, buildings, highways, of the Taj Mahal, Naga folk dancers, rice planting, craftsmen at work, a Victorian Memorial in Calcutta, and others. The prints are designed to

examine students' preconceptions of India before class study begins.

InterCulture Associates: \$6.50

INDIA'S GODS AND KINGS (School Picture Set)

A 4" x 6" booklet (paper) of 19 b/w serrated pictures

Elementary—Junior high

Examples of the arts of India in the collection of the Metropolitan Museum of Art. The pictures and their descriptive captions are printed on right-hand pages only so that they can be used in children's notebooks.

The Metropolitan Museum of Art, New York City: 25¢

POPULAR COLOR PRINTS FROM INDIA

10" x 14" color prints

Audience: General

Hindu deities	5 prints	\$1.00
THE RĀMĀYANA	8 prints	\$2.00
Krishna's life	6 prints	\$1.50
Festivals of India	4 prints	\$1.00

Asian Studies Curriculum Center, New York University

SOUTH ASIAN ART

Photo collection on microfiche b/w 10.5 x 14.8 cm. 1977

Audience: Art historians Teachers Librarians

A compilation of 7,114 photographs on 173 microfiches of nearly 12,000 images of the Kushana and Gupta periods. The photographs are gathered together under 47 titles. The material is from the private holdings of scholars in the field and from institutional collections. This is a project of the American Committee for South Asian Art under the direction of art historian, John C. Huntington, The Ohio State University. The collection is available *in toto* or in individual sections.

Inter Documentation Company AG: Introductory price—
Sfr 511 prepaid. Individual sections—Prices vary from
Sfr 8 to 152. (\$1.00=apprx. 2.50 Swiss francs)

CHARTS

INDIAN AGRICULTURE

30" x 40" wall chart color teaching notes

Junior high—Senior high

The wall chart shows India's chief climatic regions, irrigation, and crops together with a large seasonal work cycle. Agricultural production is compared with population growth.

Social Studies School Service: \$3.50

WORLD HISTORY TIME LINE

30" x 40" wall chart color teaching notes

Junior high—Senior high

Parallel time bands relate major historic events from 3,000 B.C. for the Americas, Africa, Europe, the Near East, Central Asia, India, China, and Japan. Periods of greatness and major invasions leading to occupation are included.

Social Studies School Service: \$3.50

IV

Source Materials

Reference Sources and Bibliographies

Datta S. Kharbas and Brijen K. Gupta

**Center for Asian Studies
University of Rochester**

ASIAN RECORDER

New Delhi, Sankaran, 1955-

\$35.00 year with binder; \$28.00 year without binder

A weekly digest of the Asian press on the lines of Keesings Contemporary Archives. The digest is indexed quarterly and has annual and triennial cumulations. The arrangement is by country and, within a country, alphabetically by subject. Entries are numbered serially with references given to previous entries on the topics. Very handy for current Indian events.

Association for Asian Studies

CUMULATIVE BIBLIOGRAPHY OF ASIAN STUDIES

Boston, G.K. Hall, 1969-73

Author Bibliography, 1941-65—4 vols., \$340.00 set

1966-70—3 vols., \$365.00 set

Subject Bibliography, 1941-65—4 vols., \$365.00 set

1966-70—3 vols., \$365.00 set

This cumulation of the BIBLIOGRAPHY OF ASIAN STUDIES, which appears annually in the JOURNAL OF ASIAN STUDIES, contains an extensive classified listing of books and periodical articles in Western languages on all aspects of the life and culture of Asia. Over six hundred periodicals devoted to Asian studies and a substantial number of non-area periodicals are indexed. Coverage from 1941-55 was limited to East Asia and, beginning with 1956, was extended to include South Asia. Some care must be used in consulting the subject bibliography because subject headings varied considerably over the years and were not re-organized and consolidated for the cumulation. This cumulative bibliography is a convenient reference tool. Annual volumes of

BIBLIOGRAPHY OF ASIAN STUDIES may be obtained from the Association for Asian Studies (\$8.00 per single copy.)

Sachchidananda Bhattacharya
A DICTIONARY OF INDIAN HISTORY

New York, George Braziller, 1967

888 pp. \$12.50

This dictionary covers the ancient, medieval, and modern periods of Indian history. The 2,785 entries which include persons, places, works, and institutions are arranged alphabetically. A dictionary of this size covering more than 2,500 years of Indian history cannot be exhaustive, comprehensive, or without error, but in the absence of anything similar it is of great value.

John Dowson
**A CLASSICAL DICTIONARY OF HINDU MYTHOLOGY,
RELIGION, GEOGRAPHY, HISTORY AND LITERATURE**

Mystic, CT, Lawrence Verry, 1973 (1879)

383 pp. \$11.00

This is an indispensable reference aid in dictionary form of names and terms from Hindu mythology and religion. Short descriptions have been given of Indian deities, classical Sanskrit works and their authors, and geographical names and places.

FODOR'S INDIA 1976-1977

New York, David McKay

600 pp. \$12.95

Written primarily for tourists, FODOR'S INDIA is one of the better introductions to the country. The guide gives information on history, architecture, music, painting, sculpture, dance, literature, and food. Recommended for those who are planning to visit India.

Elizabeth von Furerhaimendorf and Helen Kanitkar, comps.
**AN ANTHROPOLOGICAL BIBLIOGRAPHY OF SOUTH
ASIA TOGETHER WITH A DIRECTORY OF RECENT
ANTHROPOLOGICAL FIELD WORK**

Atlantic Highlands, NJ, Humanities Press, 1958-70. 3 vols.
Vol. 1: Out of print; Vol. 2: \$42.00; Vol. 3: Out of print.

12,603 Western-language items on South Asia are listed, though

not annotated, in three volumes. The bulk of the items are on India. Volume one covers the period up to and including 1954 with 5,316 entries; volume two has 2,761 items and covers the period 1955-1959; and volume three has 3,526 items and covers the period 1960-1964. With the exception of census publications, government publications have largely been excluded. Items are divided into nineteen major regional sections and one general section, each section being further divided into six subsections: cultural and social anthropology, material culture and applied art, folklore and folk arts, prehistoric archaeology, physical anthropology, and miscellanea. An author index is given at the end of each volume. The field research directory is a valuable guide for research in progress. Because of the regional arrangement and much broader disciplinary coverage than the title indicates, the compilation has become one of the best bibliographical sources for South Asian regional studies.

N.N. Gidwani and K. Navalani, comps. and eds.

A GUIDE TO REFERENCE MATERIALS ON INDIA

Columbia, MO, South Asia Books, 1974. 2 vols.

Vol. 1: 680 pp. Vol. 2: 855 pp. \$65.00 set

An ambitious, comprehensive, and exhaustive guide to reference materials on all aspects of Indian studies. The coverage includes both old and current materials, in almost all languages of the world. There are about 20,000 items arranged in over 50,000 index entries. The arrangement in the main text is by subject matter, and most entries are fully annotated providing basic bibliographic detail, relevant information about previous editions, and published reviews. In spite of its enormous size, and the inclusion of some material which is out of date, this work is indispensable for the specialist as well as the librarian.

Government of India, Central Statistical Organization
STATISTICAL ABSTRACT INDIA

New York, International Publications Service, 17th ed., 1974

844 pp. \$35.00

The Abstract, published annually, contains the latest available data on economic and social development. The data covers periods of five to ten years. Brief explanatory notes precede

forty sections of the Abstract. For further information and research, primary sources are cited under each table. Very useful.

Government of India, Ministry of Education and Social Welfare,
The Gazetteers Unit

THE GAZETTEER OF INDIA: INDIAN UNION

New York, International Publications Service, 4 vols.

(Inquire also InterCulture Associates)

Vol. 1: Country and People. 1974 (1965) 652 pp. \$17.50.

Vol. 2: History and Culture. 1974 (1973) 807 pp. \$25.00.

Vol. 3: Economic Structure and Activities. 1975 1,288 pp. \$45.00

Vol. 4: Administration and Public Welfare. Forthcoming.

A statistical survey of the topography, ethnology, agriculture, industry, history, and administration of districts within British India and the native Indian states was initiated in 1869 and eventually published in the **IMPERIAL GAZETTEER OF INDIA**, 26 vols., 1907-09. This information has now been brought up-to-date and is being summarized in four volumes, three of which have been published. Well-known Indian scholars have contributed to the preparation of this edition which will be of immense help to teachers and students.

Government of India, Ministry of Information and Broadcasting, Research and Reference Division

INDIA: A REFERENCE ANNUAL

Thompson, CT, InterCulture Associates, 23rd ed., 1976

486 pp. \$6.00

This standard reference annual has been compiled since 1953. It is based on official sources and carries information on the political, constitutional, educational, cultural, scientific, and financial aspects of the country. Each chapter includes a select bibliography which directs the user to further reading on the subject. A very useful source for ready reference.

GUIDE TO INDIAN PERIODICAL LITERATURE: SOCIAL SCIENCES AND HUMANITIES

Gurgaon, India Documentation Centre, 1964-

\$60.00 year

The Guide, modeled after **SOCIAL SCIENCES AND HUMANITIES INDEX**, is published quarterly with an annual cumu-

lation. It is a subject-author index to articles in the social sciences and humanities from selected English language periodicals published in India. Periodical coverage began in 1964 with volume one and has reached 1969 in volume six. Since its inception the number of periodicals indexed has been substantially increased: volume five (1968) indexes over 300. A very useful source of current Indian journal literature. The first five annual volumes are available from International Publications Service, New York at \$25.00 each.

Brijen K. Gupta

INDIA IN ENGLISH FICTION, 1800-1970: AN ANNOTATED BIBLIOGRAPHY

Metuchen, NJ, Scarecrow Press, 1973

296 pp. \$8.50

This comprehensive annotated bibliography consisting of 2,272 titles covers English novels, tales, and short stories about India as well as Indian fiction in English. For the convenience of the user, title and theme indexes are provided. Very useful for studying Indian fiction in English as well as the influence of Indian culture on Western novels.

INDIA: WHO'S WHO

New York, International Publications Service, 8th ed., 1976

600 pp. approx. \$25.00

This reference book, in several editions since 1969, provides basic biographical information about 2,500 eminent Indians. The work, arranged by profession, is divided into eight main sections with each section further divided into subsections.

Inter-University Board of India

UNIVERSITIES HANDBOOK: INDIA

New York, International Publications Service, 18th ed., 1975

970 pp. \$32.50

This biennial handbook provides information about ninety universities, nine "deemed to be universities", and nine institutions of national importance. Founding dates, names of officers, deans of faculties, courses of studies, degree requirements, and degrees awarded are given as well as lists of constituent and affiliated colleges. The index contains references to subjects and

courses at the degree level. Doctoral degree programs are listed at the end of the index.

Louis A. Jacob and others, ed.

SOUTH ASIA: A BIBLIOGRAPHY FOR UNDERGRADUATE LIBRARIES

Occasional Publication No. 11, Foreign Area Materials Center,
The University of the State of New York

Williamsport, PA, Bro-Dart Publishing Co., 1970

103 pp. Out of print.

Compiled under a U.S. Office of Education contract, this bibliography is designed to assist librarians and scholars to develop undergraduate collections on South Asia. Each entry is graded according to its importance to undergraduate collections. The bibliography emphasizes titles in print and gives information about the reviews and annotations of these titles elsewhere.

D.R. Kalia and M.K. Jain, comps.

A BIBLIOGRAPHY OF BIBLIOGRAPHIES ON INDIA

Columbia, MO, South Asia Books, 1975

204 pp. \$14.00

Compiled by two librarians in India, this bibliography has 1,243 entries, some of which are cited more than once. Most of the entries are of English language publications. The main text is arranged by subject. A combined author-institution/subject index follows. Annotations are limited in number and are brief. The work is not a comprehensive bibliography, and some important works are omitted, but it is, nevertheless, a valuable tool for locating reference works.

J. Michael Mahar

INDIA: A CRITICAL BIBLIOGRAPHY

Tucson, AZ, The University of Arizona Press, 1964

119 p.p. Out of print. Revised edition forthcoming. Date not set.

Price not set.

The best annotated academic bibliography on India. It contains a carefully selected and descriptive list of 2,023 titles in English. Some of these titles are listed more than once to make the various topical sub-sections complete units in themselves. Very useful for junior colleges, undergraduate schools, teachers, and librarians.

S.P. Sen, ed.

DICTIONARY OF NATIONAL BIOGRAPHY

Columbia, MO, South Asia Books, 1972-74

4 vols. 1,925 pp. \$110.00 set

The dictionary covers the period from 1800 to 1947 and includes over 1,300 biographical sketches of persons from various walks of life. The sketches were written by 350 contributors. Persons from areas now part of Pakistan and Bangladesh have been included. At the end of each entry is the name of the contributor as well as a selected bibliography valuable for further research. The most commonly used English spelling for a given surname determines the order of the entries—the "rational manner" in the view of the editor. Subsequent supplements, the first of which will cover the twenty-five years after independence, will include only persons living in what is now India.

Sher Singh and S.N. Sadhu, comps.

INDIAN BOOKS IN PRINT, 1972

New York, International Publications Service, 2nd ed., 1973.

3 vols.

1,566 pp. \$72.00 set

Patterned on **BOOKS IN PRINT** and **BRITISH BOOKS IN PRINT**, this valuable publication has appeared in two editions. The first, published in 1969, covers Indian books published in English during 1955-67. The second edition includes nearly 60,000 titles and is divided into three volumes—authors, titles, and subject guide. At the end of volume three a list of publishers with their addresses is given. **INDIAN BOOKS IN PRINT** has become an indispensable source of current Indian publications despite the considerable time lag between editions. A 1976 edition is forthcoming.

**THE TIMES OF INDIA DIRECTORY AND YEARBOOK,
1976-77; INCLUDING WHO'S WHO**

New York, International Publications Service

894 pp. \$32.50

The title of this useful annual compendium has varied in past years: 1914-47, **THE INDIAN YEARBOOK**; 1948-1952/53, **THE INDIAN AND PAKISTAN YEARBOOK**. Its very extensive coverage of Indian economic, political, and social infor-

mation includes several maps and statistical tables on various aspects of life in India. The WHO'S WHO section contains biographical data on important people in various walks of life. A separate section is devoted to states of the union and the union territories. Listings of Indian diplomatic representatives abroad, foreign diplomatic representatives in India, and membership of legislative assemblies and legislative councils of states are included. It is unquestionably one of the most useful yearbooks published in India.

L.F. Rushbrook Williams, ed.

**A HANDBOOK FOR TRAVELLERS IN INDIA, PAKISTAN,
NEPAL, BANGLADESH AND SRI LANKA**

New York Barnes and Noble, 22nd ed., 1976

762 pp. \$37.50

This is an indispensable handbook for visitors to India who want to see more than the standard tourist attractions. The first part of the book provides general information about religion, society, and culture and general hints to the traveler about climate, traveling conditions, and precautions to be observed. The main part of the book gives a mile by mile account of railroad and road journeys. Each place worthy of visit is described in detail, and for major tourist attractions good histories are provided. Floor plans of large tourist and archaeological attractions are given and city maps included. A remarkable book for the serious traveler.

Newspapers, Periodicals, Journals

Datta S. Kharbas and Brijen K. Gupta

**Center for Asian Studies
University of Rochester**

The addresses of the publishers or distributors of these publications are found in the back of the book. A single source for subscriptions to Indian journals is Central News Agency Pvt. Ltd., 23/90, Connaught Circus, Post Box 374, New Delhi 110 001, India. Transit time for Indian journals to reach American subscribers is ten to sixteen weeks.

NEWSPAPERS

THE HINDU

Madras, National Press, 1878-

Daily \$288.00 year (air mail). Distributed by India Publications, Ltd.

This highly respected newspaper has been known for its balanced editorial policy and extensive coverage of both national and international events. Its interpretive articles are widely quoted and its background surveys often clipped. The only major newspaper covering local events in South India.

OVERSEAS HINDUSTAN TIMES WEEKLY

New Delhi, The Hindustan Times Press, 1950-

Weekly \$28.00 year (air mail). Distributed by India Publications, Ltd.

A weekly news digest prepared by a leading North Indian newspaper. Features articles on selected aspects of Indian culture appear from time to time in addition to reviews of books, sports, and performing arts. Nationalist in editorial policy.

THE STATESMAN OVERSEAS WEEKLY

New Delhi and Calcutta, The Statesman Press, 1923-

Weekly Rs. 235.00 year (air mail)

Comparable to the OVERSEAS HINDUSTAN TIMES

WEEKLY (q.v.) in content and format, the weekly possesses a somewhat more internationalist flavor.

THE TIMES OF INDIA

Bombay, Bennett, Coleman and Co., Ltd., 1861-

Daily \$264.00 year (air mail). Distributed by India Publications, Ltd.

The best edited and typographically the most readable national newspaper in India. The Sunday issue carries an excellent book review section and a well edited magazine supplement.

PERIODICALS

CARAVAN

New Delhi, Caravan, 1940-

Semi-monthly \$10.00 year Distributed by India Publications, Ltd.

A distinguished literary and cultural review. Each issue contains short stories, articles of general interest, and other reading material useful to the entire family.

CHILDREN'S WORLD

New Delhi, Children's Book Trust, 1968-

Monthly \$5.25 year

This magazine caters to the children of India from elementary through junior high school years. American students can obtain from its pages keen insights into the lives of well-to-do Indian children.

EASTERN ECONOMIST

New Delhi, Eastern Economist Ltd., 1943-

Weekly Rs. 240.00 year

This weekly, devoted to business and finance, carries excellent surveys of industry, international trade, and aid. Special issues analyzing the national budget and other important topics make it uniquely valuable for students of the Indian economy. First rate coverage of statistical data.

ECONOMIC AND POLITICAL WEEKLY

Bombay, Sameeksha Trust, 1966-

Weekly \$20.00 year. Distributed by India Publications, Ltd.

Similar in format to the London **ECONOMIST**, this influential

weekly reviews economic and political affairs, Both Indian and foreign scholars and journalists contribute. Most articles are urbane and scholarly in tone.

FAR EASTERN ECONOMIC REVIEW

Hong Kong, Far Eastern Economic Review, 1946-

Weekly \$45.00 year

The liveliest and most thorough weekly coverage of Asiawide affairs. The REVIEW is liberal in outlook and has a strong economic emphasis, especially relating to foreign investment. Though the contributions have an uneven quality, it is indispensable for keeping abreast of current Asian affairs.

FIELDSTAFF REPORTS: SOUTH ASIA (INCLUDING INDIA AND BANGLADESH) SERIES

Hanover, NH, American Universities Field Staff Inc., 1956-

\$15.00 year; \$1.00 each Report

Each year about eighteen Reports concern South Asia. Written by a South Asia area specialist, each Report is on a special topic of contemporary interest in the changing political, economic, and social structures of South Asian countries. Scholarly observation and sophisticated personal judgment add up to excellent first-hand observations.

ILLUSTRATED WEEKLY OF INDIA

Bombay, Bennett, Coleman & Co., Ltd., 1880-

Weekly \$18.00 year. Distributed by India Publications, Ltd.

The most prominent general interest weekly published in English in India. Each issue contains one or more feature articles on aspects of Indian life and culture, short stories, film and book reviews, society news, and a photo-essay.

INDIA NEWS

Washington, D.C., Embassy of India, 1962-

Weekly Free

Produced and distributed by the Information Service of the Embassy of India, this government publication highlights the policy and achievements of the Government of India.

LINK

New Delhi, Link News Magazine, 1958-

Weekly Rs. 280.00 year (air mail)

Produced in the style of TIME and NEWSWEEK, this is a left-leaning, lively, informative, weekly news magazine. Though generally critical of Western powers and capitalism, it provides useful, but opinionated, surveys of the economic and political situation in India and of events elsewhere which it considers relevant to India.

THE MODERN REVIEW

Calcutta, The Modern Review, 1907-

Monthly Rs. 26.00 year

One of the oldest general interest monthlies of India in which articles by almost all the prominent public figures of twentieth century India have been published. It includes short essays on political, economic, literary, and cultural topics.

NEWS INDIA

New Delhi, Hindustan Times for Air India, 1974-

Monthly Free

More objective and wider in coverage than INDIA NEWS (q.v.), NEWS INDIA carries short feature articles on contemporary political, social, and cultural developments in India. Very good for high school students and those with general interest in Indian affairs.

QUEST

Bombay, Indian Committee for Cultural Freedom, 1955-

Bi-monthly \$6.00 year

Anti-communist in tone, QUEST carries a wide range of scholarly articles on literary and political topics. Original poems and fiction are included occasionally, and there is a good book review section.

JOURNALS

ASIAN SURVEY

Berkeley, University of California Press, 1961-

Monthly \$15.00 year individuals; \$21.00 institutions;
\$9.00 students

This American monthly superseded the FAR EASTERN

SURVEY. Most of its articles deal with contemporary developments and are based upon newspaper reports, interviews, and field research rather than standard documentary sources. Every year the first two issues survey major trends in Asian countries. Recommended for all libraries.

BEHAVIOURAL SCIENCES AND COMMUNITY DEVELOPMENT

Hyderabad, National Institute of Community Development, 1967-Semi-annual \$6.00 year

Though sometimes issued irregularly, this is the best review dealing with socio-economic and political factors affecting rural development. The emphasis is on the behavioral sciences. It carries a good book review section.

THE BULLETIN

London, School of Oriental and African Studies

Though the coverage of THE BULLETIN is much wider than India, it is included here because of the recognized scholarly nature of its articles and its excellent book review section.

BULLETIN OF CONCERNED ASIAN SCHOLARS

Charlemont, MA, Committee of Concerned Asian Scholars. 1968-Quarterly \$8.00 year; \$6.00; students; \$14.00 institutions; \$2.00 single copies.

The BULLETIN presents the views of the anti-establishment Committee of Concerned Asian Scholars. Founded to oppose American intervention in Vietnam, the C.C.A.S. seeks to "create alternatives to the prevailing trends in scholarship on Asia," which, it believes, "too often spring from a parochial cultural perspective" and serve "selfish and expansionist" U.S. policies. Stimulating, scholarly contributions intermix with polemical essays.

GANDHI MARG

New Delhi, Gandhi Peace Foundation, 1957-Quarterly \$2.50 year

A journal devoted to the application of Gandhian philosophy and techniques to the social and economic problems of the world.

**INDIA QUARTERLY: A JOURNAL OF
INTERNATIONAL AFFAIRS**

New Delhi, Indian Council of World Affairs, 1945-

Quarterly \$12.00 year

This review offers both scholarly and general-interest articles almost all representing the point of view of the nonaligned nations in general, and of India in particular. A substantial number of book reviews and occasionally a select bibliography of Indian publications on political, economic, and social issues are included.

INDIAN ECONOMIC AND SOCIAL HISTORY REVIEW

Delhi, Indian Economic and Social History Association, 1963-

Distributed by Vikas Publishing House Pvt. Ltd.

Quarterly \$16.00 year

A scholarly journal devoted to social and economic history. For the specialist and college libraries.

INDIAN LITERATURE

New Delhi, Sahitya Akademi, 1957-

Quarterly Rs. 30.00 year

This publication of India's national academy of letters provides English translations of poems and short stories and topical articles on Indian writers and regional literatures. Occasionally special issues on selected authors are issued.

JOURNAL OF ASIAN AND AFRICAN STUDIES

Leiden, Brill, 1966-

8 issues yearly \$28.00 year

An interdisciplinary journal published under the editorship of a board of Western and Asian scholars. The emphasis is on the social sciences and history. A good book review section.

JOURNAL OF ASIAN STUDIES

Ann Arbor, MI, Association for Asian Studies, 1941-

Quarterly \$25.00 year members; \$12.50 year students and retired

The major scholarly journal in Asian studies in the United States. A good number of articles deal with India. The emphasis is on the modern period; articles on Indology are not included. It carries an extensive review of books.

JOURNAL OF INDIAN HISTORY

Trivandrum, University of Kerala, 1921-

Thrice yearly Rs. 60.00 year

Though often not published on time, this is India's foremost journal covering all aspects of Indian history. Most of the contributions are from scholars teaching in Indian universities. A reasonably good book review section.

JOURNAL OF SOUTH ASIAN LITERATURE

(formerly MAHFIL)

East Lansing, MI, Asian Studies Center, Michigan State University, 1971-

Quarterly \$6.00 year individuals; \$7.00 year institutions

The only journal in the West devoted primarily to the literatures of South Asia. While North Indian literature is emphasized generally, there are occasional pieces on other regional literatures. Literary criticism, literary history, translations into English, and good book reviews are the standard fare.

LALIT KALA CONTEMPORARY

New Delhi, Lalit Kala Akademi, 1962-

Semi-annual Rs. 30.00 each issue

This lavishly illustrated journal, published by India's national academy of fine arts, is devoted exclusively to modern Indian art. Individual issues are mainly thematic and include articles, statements, and reviews by artists, critics, and art historians.

MARG

Bombay, Marg Publications, 1949-

Quarterly \$18.00 year

Edited and published by Mulk Raj Anand, well known Indian man of letters, this quarterly is devoted to the arts and crafts of South Asia. Well illustrated, each issue is devoted to a single art form.

MODERN ASIAN STUDIES

London and New York, Cambridge University Press, 1967-

Quarterly \$24.00 individuals; \$33.00 institutions

British equivalent of the JOURNAL OF ASIAN STUDIES (q.v.).

PACIFIC AFFAIRS

Vancouver, University of British Columbia Press, 1928-

Quarterly \$10.00 year

The emphasis in this valuable quarterly is on substantial treatment of contemporary topics relating to Asian and Pacific countries. Contributions are from the United States and other Commonwealth countries as well as Canada. Excellent book review section.

SANGEET NATAK

New Delhi, Sangeet Natak Akademi, 1965-

Quarterly \$5.00 year

Published by India's National Academy for Music, Dance and Drama, this quarterly emphasizes the classical forms of these arts. Includes occasional illustrations and book reviews.

SCIENCE AND CULTURE

Calcutta, Indian Science News Association, 1935-

Monthly \$15.00 year

Though this journal is increasingly publishing research articles in the sciences, it carries a large number of articles on the impact of science on society, research planning in India, and analyses of investments in science for social welfare.

SEMINAR

New Delhi, Seminar Publications, 1959-

Monthly \$10.00 year

Each issue is devoted entirely to an intellectually lively symposium on a single topic. Economic, political, and social issues are emphasized. At the end of the issue significant books on the topic under consideration are reviewed and a select bibliography is provided. The editorial orientation is left-nationalist and secular. Recommended for classroom use.

Teaching Aids and Guides

Barbara J. Harrison

Consultant

**Center for International Programs and Comparative
Studies**

New York State Education Department

The materials in this section have been selected to aid teachers who are preparing to teach about India. They are of two kinds. Some provide brief background information particularly useful for persons "new" to India. Others offer teachers materials specifically designed to aid in the construction of courses and units on India. They have been selected with the nonspecialist pre-collegiate teacher in mind, one who has not been trained extensively in Indian studies but who has the opportunity to introduce India into the school curriculum. A few of the items were devised for college teachers. These are included both for the wealth of information they contain and for the guidance they give for the concentrated study of Indian civilization.

ASIA IN AMERICAN TEXTBOOKS

New York, The Asia Society, 1976

36 pp. Free

A summary report of the findings of a survey by The Asia Society of the treatment of Asia in 306 textbooks used in American elementary and secondary schools. The study concludes that "the majority of textbooks in common use in American elementary and secondary schools do not come close to reflecting what thoughtful educators have long been recommending for teaching about other societies: a recognition of these societies' unique aspirations, lifestyles, systems of values, and modes of thinking."

Three useful spin-offs of The Asia Society's textbook evaluation project are EVALUATIONS OF TEXTBOOK TREATMENTS OF THE INDIAN CASTE SYSTEM (q.v.), TOPICAL GUIDE TO SOURCE READINGS IN TEXTBOOKS AND SUPPLEMENTARY MATERIALS (q.v.), and HIGHLY RATED

ELEMENTARY AND SECONDARY SOCIAL STUDIES BOOKS (q.v.).

ASIA IN NEW YORK CITY

New York, The Asia Society, February, 1977

121 pp. \$1.00

A guide for teachers and others who wish to explore Asia in New York City or who would like to take their classes to do so. The guide suggests field trips, restaurants, motion picture theaters, performing arts events, specialty stores, special courses—all concerned with the countries of Asia. New editions appear periodically.

A BUYER'S GUIDE TO INDIAN PERIODICALS AND BOOKS FOR AMERICAN SCHOOLS AND COLLEGES

New Delhi, Educational Resources Center, 2nd ed., 1976

23 pp. Free

A booklet listing and briefly describing periodicals, mostly from India, that will assist American educators increase their knowledge and understanding of South Asia. They include a selection of scholarly journals, current events, literary, and arts periodicals, popular magazines, and newspapers. Also included are lists of American and Indian book dealers who stock large supplies of books from India.

CATALOG

Social Studies School Service, Culver City, CA

Annual Free

A comprehensive source of materials for teaching social studies in the secondary grades. Three thousand items are listed, a number of which concern India. Prices include a teachers' discount.

CHAPTERS IN INDIAN CIVILIZATION

Joseph W. Elder, ed.

Dubuque, IA, Kendall/Hunt Publishing Company, 2 vols., 1970

Vol. 1—"Classical and Medieval India". 248 pp. \$4.75

Vol. 2—"British and Modern India." 330 pp. \$5.75

These volumes accompany LECTURES IN INDIAN CIVILIZATION (q.v.) and were prepared to "fill existing gaps" in reading materials available to teachers and students of India.

Vol. 1 consists of four essays: on the Vedas and Upanishads; on the conflict of the heterodox schools with Brahmanical society; on the process, institution, and sites of pilgrimage in India; and on classical Indian philosophy. Eight essays make up volume 2: dance and dance-drama; music; modern literature; the mass media; language problems; the peoples of India; Western intellectuals and India; and a study of civilizations which weighs the question of the existence or non-existence of an "Indian" civilization.

CONSTITUTION—REPUBLIC OF INDIA

Columbia, MO, South Asia Books

307 pp. \$6.00

The Constitution of India as modified to January 1, 1973. Users should be aware of amendments to the Constitution since the June 1975 Declaration of an Emergency.

CONSTITUTION OF INDIA FOR THE YOUNGER READER

National Council for Educational Research and Training

Thompson, CT, InterCulture Associates, 1971

56 pp. \$1.75 (paper)

This discussion of the Constitution was prepared by a team of American and Indian educators to teach Indian students about the organization of their government. It outlines the Constitution as of 1970 and the structure of government at all levels. The words and music of the national anthem and the national flag are included. For intermediate grades.

Cookbooks

InterCulture Associates and India Publications, Ltd. stock a selection of Indian cookbooks by various Indian authors. Some titles: GOOD FOOD FROM INDIA; VEGETABLE DISHES; SOUTH INDIAN COOKERY; ONE HUNDRED AND ONE PARSI RECIPES; SIMPLIFIED INDIAN COOKERY; TASTY SNACKS; CHICKEN RECIPES. Almost all are priced well under \$5.00.

THE COOKING OF INDIA by noted author Santha Rama Rau is available from Time-Life Books (1969, 200 pp., illus., \$8.95).

TWENTY-TWO AUTHENTIC BANQUETS FROM INDIA
(Robert H. Christie, comp., Dover, 1975, 156 pp., \$2.50 paper).
The menus and recipes for each banquet, arranged by local region and by religious origin, are presented. Ingredients for the recipes, representing over 200 authentic dishes, are readily available in American food stores, and when they are not, a list of equivalents and substitutions is provided.

Curriculum Guides

TEACHING ABOUT INDIA: A GUIDE FOR NINTH GRADE SOCIAL STUDIES

Albany, NY, Bureau of Secondary Curriculum Development,
New York State Education Department, 1972

Available from Educational Resource Information Center for
Social Studies Education

174 pp. Price on request

This guide is designed to introduce the study of Indian culture and problems to junior high school classes. It emphasizes the continuity of India's cultural traditions, its economic development, and its societal problems and uses case study and inquiry methodologies. It is imaginatively illustrated with cartoons and newspaper clippings from India to give an authentic flavor to the teaching suggestions made.

INDIA (A NATION IN TRANSITION)

Indiana, PA, ARIN Intermediate Unit (Armstrong and Indiana
Countries, PA) in cooperation with Indiana University of
Pennsylvania and The Pennsylvania Department of Education.

7 vols. \$ 7.00 including transparencies

An unusually competent and thoughtful curriculum guide to the study of India for pre-collegiate education.

Dictionaries

These volumes are commended to nonspecialists as helpful aids in getting acquainted with Indian terms, names, places, and people.

WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY, UNABRIDGED: THE GREAT LIBRARY OF THE ENGLISH LANGUAGE, Merriam Co., ed. Springfield, MA, G. & C. Merriam Company, 1971. \$75.00.

The many Indian words that have gained acceptance in the English language are included with brief definitions and accepted Western spellings.

HISTORICAL AND CULTURAL DICTIONARY OF INDIA, George T. Kurian. Methuchen, NJ, Scarecrow Press, 1976. 307 pp. \$12.00.

The author presents alphabetically and explains 2,000 Indian terms which he deems essential for an understanding of India. One-quarter of them are biographical. Some have been accepted in the English language, but the majority are still unfamiliar to Western readers.

HOBSON-JOBSON: A GLOSSARY OF COLLOQUIAL ANGLO-INDIAN WORDS AND PHRASES, AND OF KINDRED TERMS, ETYMOLOGICAL, HISTORICAL, GEOGRAPHICAL AND DISCURSIVE, Henry Yule and A.C. Burnell. William Crooke, ed. Atlantic Highlands, NJ, Humanities Press, 1968 (1886). 1,021 pp. \$22.00.

This is a compilation of many terms that found their way into the parlance of the British Empire. Despite strange spellings and much trivia, it is a fascinating and valuable store of information on Indian terms and place names. Numerous passages from the diaries of early travelers to India substantiate the references.

ERC NEWS AND REVIEWS

Educational Resources Center

Albany, NY, Center for International Programs and Comparative Studies 20 to 50 pp. Free

A publication of the Educational Resources Center, New Delhi featuring critical reviews and review articles of books published in India in the last few years on selected topics. Issues available: Bangladesh; Indian Fiction in English; Indian Art; Indo-Soviet Relations; Mass Communications 1972-74; Urbanization, Indian Students; Indian Women; Biographies of Indians and Transla-

tions of Indian Novels; Indian Thought; and The Indian Village. The publication's aim is to help teachers keep abreast of current printed materials from India related to their concerns.

EVALUATIONS OF TEXTBOOK TREATMENTS OF THE INDIAN CASTE SYSTEM

McKim Marriott

New York, The Asia Society, 1976.

6 pp. 20¢

Anthropologist McKim Marriott, University of Chicago, after reading for The Asia Society's recent school textbook evaluation project, wrote this strong indictment of the treatment of caste in precollegiate texts. He begins his report as follows: "I have inspected the collection of twenty-seven current textbook treatments of caste in South Asia with distressing results My finding is . . . that there is no suitable treatment of caste in this collection of twenty-seven texts." He tells why, lists nineteen common fallacies, and provides a bibliography of readily available scientific studies of caste so that the wrongs can be righted by future textbook authors. For an easily accessible discussion of caste, see McKim Marriott and Ronald B. Inden's article, "Caste Systems," in *ENCYCLOPAEDIA BRITANNICA*, 15th ed. (Chicago, 1974), *Macropaedia*, Vol. 3, pp. 982-91.

FESTIVALS OF INDIA

K. Gnanambal

Calcutta, Anthropological Survey of India, 1969.

105 pp. \$3.00

A delightful little book which describes the major festivals of India celebrated by various religious as well as provincial communities. Students in grades six through nine will enjoy the brief, copiously illustrated Government of India pamphlet, *FESTIVALS OF INDIA*, covering Hindu, Muslim, Buddhist, and Christian celebrations (Thompson, CT, InterCulture Associates, rev. ed., 1968, 28 pp., 60¢ paper).

FOCUS ON ASIAN STUDIES

Columbus, OH, Service Center for Teachers of Asian Studies

Three times year Apprx. 50 pp. \$2.00 year

The pre-eminent resource journal for teachers of Asian studies in elementary and secondary education. Each issue is crammed with

information and ideas for teachers about what to do, to read, to join, and where to obtain suitable materials to teach Asia in schools. Recent books on India of interest to teachers and/or their students are annotated in every issue and new audio-visual materials are frequently described. A section on books for elementary age students is often included.

A separate index to FOCUS' content listings over five years—Autumn 1971 through Spring 1976—provides a useful research directory to Asian studies materials for nonspecialists (A CUMULATIVE INDEX FOR "FOCUS ON ASIAN STUDIES", Lucia B. Pierce, comp., \$3.50).

A GUIDE TO THE ORIENTAL CLASSICS

William Theodore de Bary and Ainslie T. Embree, eds.
Irrington, NY, Columbia University Press, 2nd ed., 1975
256 pp. \$3.50 (paper)

A bibliographic guide to the major cultural works from the Islamic, Indian, Chinese, and Japanese traditions. Useful to college teachers and students of Oriental cultures and to general readers interested in the masterpieces of these four civilizations.

HIGHLY RATED ELEMENTARY AND SECONDARY SOCIAL STUDIES BOOKS

New York, The Asia Society, 1976
13 pp. 20¢

Brief descriptions and evaluations of the social studies pre-collegiate textbooks with Asian content that received consistently good ratings in the Asia Society Textbook Evaluation Project. The texts are grouped into elementary, junior high, and high school categories. A few concern India in whole or in part.

A HISTORY OF SOUTH ASIA (AHA Pamphlet 513)

Robert I. Crane
Washington, DC, American Historical Association, 1973
79 pp. \$1.50

An interesting analysis by a prominent historian of the state of South Asian historiography and a fifty-page, broadly sketched summary of the history of India. The essay provides the reader new to India a helpful beginning for his further explorations and a valuable bibliography to pave the way. This is a completely

rewritten edition of an earlier version entitled **THE HISTORY OF INDIA: ITS STUDY AND INTERPRETATION.**

INDIA THROUGH LITERATURE: AN ANNOTATED BIBLIOGRAPHY FOR TEACHING INDIA

Donald and Jean Johnson

New Delhi, Educational Resources Center No date

33 pp. Free

In the belief that literature provides for the young more revealing and palatable information about a society than do sociological treatises, the Johnsons in this unusually helpful booklet show teachers how they might introduce Indian literature, both classical and modern works, to their students and "provide insights into why life in India is as it is." Discussions, summaries, and annotated bibliographies offer the teacher a guide to selecting and presenting these works in the high school or college classroom. The Johnsons, agreeing with Balwant Gargi that the **MAHĀ-BHĀRATA** and the **RĀMĀYANA** are "the backbone of the people's art and morality," provide careful guidance to the two epics.

LECTURES IN INDIAN CIVILIZATION

Joseph W. Elder, ed.

Dubuque, IA, Kendall/Hunt Publishing Company, 1970

453 pp. \$5.95 (paper)

A comprehensive outline guide for a one-year college course on Indian civilization. Ninety-seven lectures, carefully prepared by recognized Indian civilization specialists, are arranged in six sections, three for classical and medieval India and three for modern India. Key concepts and interrelations of the component parts of Indian civilization, rather than chronology, determined the selection of lecture topics. Required and supplementary reading suggestions accompany each topic and frequently specific audio-visual materials are also mentioned. A useful chronology of Indian history, a bibliography, and a large glossary fill one hundred pages at the back of the volume.

SERVICE CENTER PAPERS ON ASIAN STUDIES

Columbus, OH, Service Center for Teachers of Asian Studies

No. 3. "Introducing Asian Studies in Elementary Education: China and India", James N. Hantula, 1972. 48pp. \$1.00

A social studies unit for teaching China and India in the upper elementary grades. The unit on India focuses on the country's villages and cities. Concepts to be developed are discussed, a detailed outline of the unit's content is provided, and a variety of instructional activities is suggested. A bibliographic essay completes the paper.

No. 4. "Levels of Conceptualization in the Teaching of Asian Studies in Schools." Donald Johnson, 1972. 20 pp. \$1.00

Johnson describes and discusses seven approaches to viewing and teaching Asian civilizations. Any teacher of India may see himself somewhere in the categories and will benefit from considering and weighting the methods of others whose approaches are different. The teacher new to India will be particularly helped by learning about those who have gone before.

No. 9. "India Through Inquiry: An Examination of Strategies and Resources," Donald K. Cody, 1974. 35pp. \$1.00

A long-time teacher of India in secondary schools describes the inquiry method he has successfully used in teaching India. He explains some basic principles of the method giving examples of how they may be applied to the teaching of India. He suggests how various available materials and data may be employed—maps, pictures, charts, graphs, questionnaires and different types of readings. He shows how India can be made relevant for students through certain values clarification techniques. And he notes that the inquiry method requires sophisticated testing and evaluation tools and suggests some possibilities.

STUDYING INDIA IN ELEMENTARY AND SECONDARY SCHOOLS

Leonard S. Kenworthy

Brooklyn, NY, World Affairs Materials, 1975

67 pp. \$2.75

A useful and practical aid to formulating the study of India in primary, intermediate, and high schools. The booklet contains: 1. an outline of basic facts and suggestions of the "big ideas" about India for teachers to keep in mind; 2. a discussion of when and how to study India at various grade levels; 3. resource suggestions for teachers and students.

A SYLLABUS OF INDIAN CIVILIZATION

Leonard A. Gordon and Barbara Stoler Miller
Irvington, NY, Columbia University Press, 1971
182 pp. \$4.00 (paper)

This syllabus is designed as a guide for teachers and students of undergraduate introductory courses in Indian civilization and as a reference for general readers. Forty chronological topics (twenty on traditional India and twenty on modern India) cover India's historical development and interplay of cultural, religious, literary, political, and economic forces. Three levels of suggested readings (assigned, optional, and additional) follow each topic as do discussion questions. A series of maps, a pronunciation guide, glossary, and guide to illustrative materials complete the volume.

TEACHERS' INTRODUCTION TO INDIA

Charles H. Heimsath
New Delhi, Educational Resources Center, 1973
67 pp. Free

Keeping in mind the usual stereotypes and factual inaccuracies that riddle much published material about India for teachers and students, an American scholar of India writes simply for teachers about the main lines of inquiry that can fruitfully be pursued to make India come alive for students. Thoughtful questions in the booklet's text which guide its readers to a common-sense understanding of the complex Indian reality; teaching notes that suggest specific printed and audio-visual aids; and a small list of prime background books make this a valuable aid for teachers interested in introducing India to students.

TEACHER'S RESOURCE HANDBOOK FOR ASIAN STUDIES: AN ANNOTATED BIBLIOGRAPHY OF CURRICULUM MATERIALS PRESCHOOL THROUGH GRADE TWELVE

John N. Hawkins
Los Angeles, Committee on Comparative and International Studies, UCLA, 1977
182 pp. \$3.00

A comprehensive bibliography of 1,586 currently available instructional materials on Asia for use in the classroom by ele-

mentary and secondary school teachers. The materials are arranged 1) by grade level (Preschool to Grade Three; Grades Four to Six; Junior High; Senior High; Ungraded 2) by region of Asia (Asia-General; East Asia; South Asia; Southeast Asia; Pacific Islands) 3) by instructional format (multimedia; books; films; filmstrips and slides; records and tapes; maps, posters and study prints.) Prices, publishers or distributors, and brief descriptive annotations are included. Evaluation of materials has not been attempted. The South Asia sections of the handbook make a fine companion for the present volume, the handbook addressed to teachers for use with precollegiate students, this guide addressed to adults, including teachers, primarily for their own study. They together provide an effective index to resources for the study of India at every nonspecialist level.

TOPICAL GUIDE TO SOURCE READINGS IN TEXT-BOOKS AND SUPPLEMENTARY MATERIALS

New York, The Asia Society, 1976

31 pp. 20¢

This is a citation list of readings on Asia, written mostly by Asians, found in various existing pre-collegiate textbooks. The list is divided into topics and each item cited is graded according to learning level. The effort is to aid teachers and curriculum developers who require Asian materials for many different courses, not only those in Asian studies or world cultures. Sample topics: agriculture and farming; colonialism and imperialism; drama; family life; health and medicine; women.

UNDERSTANDING INDIA (Headline Series No. 214)

Phillips Talbot

New York, Foreign Policy Association, 1973

72 pp. \$1.25

A review by a long-time intimate observer of India, now president of The Asia Society, of Indian developments since independence. Conscious of the complexity of the Indian society and of Americans' limited knowledge of India, the writer succinctly examines and explains the significant historical events of post independence India through the early 1970s. Discussion questions and suggested reading references are listed.

**WHERE DO WE GO FROM HERE? : ENERGY CRISIS AND
RISING PRICES IN INDIA**

Development Notebook, Number 2

New Delhi, Educational Resources Center, 1975.

Distributed by International Communications Institute, Edmonton, Alberta, Canada

28 pp. \$2.50

Readings on the effect of the international energy crisis and recession on Indian farmers and urban families in the early 1970s. The booklet consists of newspaper articles, detailed accounts of the experience of representative North Indian wheat farmers with the "green revolution" and energy shortages, and descriptions, based on interviews, of the changes in living habits of several Delhi families made necessary by the rising inflation. The graphic "real-life" materials offer the reader considerable insight into the economic problems of many Indian families, enabling him to view the energy crisis through the eyes of another culture. Numerous photographs and Indian monthly salary and price tables complete the booklet.

Maps, Atlases, Transparencies

Sharon Maloney

**Passaic County Community College
New Jersey**

MAPS

The maps are chosen from the point of view of a cultural geographer. The inclusion of state boundaries is emphasized as essential for most teaching. The wall maps are rated in descending order of personal preference, but the information provided permits choices based on individual needs.

Wall Maps

INDIA AND ADJACENT COUNTRIES (Survey of India)

70" × 65" Political-physical-economic-climatic

Shows states of India, insets for isothermal lines, average rainfall, orographical features, geology, principal minerals, population density, principal industries.

Denoyer-Geppert: \$40.00. \$48.00 with spring roller

INDIA, PAKISTAN, BURMA AND CEYLON (Denoyer-Geppert)

44" × 37" Political

Iran to Laos, China to Malaysia. States of India in separate colors.

Denoyer-Geppert: \$19.00. \$23.00 with spring roller

INDIA, PAKISTAN, BANGLADESH, CEYLON (Bartholomew)

58" × 42" Physical-political

Insets of Delhi, Calcutta, Karachi, Bombay, Madras.

American Map Co.; Rand McNally: \$25.05. \$90.75 with spring roller and steel case

INDIA, PAKISTAN, CEYLON (Bartholomew)

30" x 40" Physical-political

Some internal boundaries.

Denoyer-Geppert: \$19.00. \$23.00 with spring roller

SOUTH ASIA (INDIA) (Haack)

72" x 76" Physical-political

Herat to Mandalay, Kabul to Sri Lanka.

Denoyer-Geppert: \$60.00. \$71.00 with spring roller

SOUTH ASIA (Wenschow, German text)

92" x 68" Physical-political

Covers South and Southeast Asia.

Denoyer-Geppert: \$79.00. \$99.00 with spring roller

SOUTHWEST ASIA AND INDIA (Haack)

86" x 64" Physical-political

Nile River to Bangladesh, Caspian Sea to Sri Lanka.

Denoyer-Geppert: \$79.00. \$99.00 with spring roller

Stand Map

INDIA, PAKISTAN, BURMA, CEYLON (Breasted-Huth-Harding)

Political map with states of India.

Part of 32 and 38 map sets on tripod. May be ordered out of sets.

Denoyer-Geppert: \$19.00. \$23.00 with spring roller

Folding Maps

INDIA, PAKISTAN, CEYLON (Bartholomew World Travel Series)

30" x 40" Scale 1 : 4,000,000

The best all-purpose general map.

American Map Co.; Rand McNally: \$2.95

MAP SERIES (French Institute, Pondicherry)

Available by sections of India (Madras, Godavari, Mysore, Bombay, Kathiawar, Rajasthan, Orissa, Satpura Mountains).

Scale 1 : 1,000,000. A valuable series of highly accurate and detailed vegetation maps which include insets on bioclimates,

vegetation types, agriculture, administrative divisions, geology and soils. Accompanying explanatory books in French.

French Institute of Pondicherry, India: \$8.00 each section

Desk Maps

INDIA

8½" × 11" Outline maps

American Map Co.: \$2.20 per 50; \$16.50 per 500. Minimum order \$15.00.

INDIA, PAKISTAN, CEYLON

8½" × 11" Outline maps

Denoyer-Geppert: 1 to 20 envelopes of 50 maps, \$1.50 per envelope
20 or more envs. of 50 maps, \$1.35 per env.
Bulk pkg., 500 maps, \$10.00
10 or more bulk pkgs., \$9.00 per pkg.

11" × 16" Outline maps

Denoyer-Geppert: 1 to 20 envelopes of 50 maps, \$2.50 per envelope
20 or more envs. of 50 maps, \$2.25 per env.
Bulk pkg., 500 maps, \$20.00
10 or more bulk pkgs., \$18.00 per pkg.

ATLASES

SOUTH ASIA IN MAPS

96 pp. one color 1969

Covers history, physical features, climate, geology, and land use.

Denover-Geppert: \$3.75 (paper)

CENSUS OF INDIA ATLAS OF 1961 (Government of India)

422 pp. b/w

The one really complete atlas of India.

Publications Division, Government of India: Rs. 90.00 plus
Rs. 75.00 handling and shipping costs (seamail)

TRANSPARENCIES

INDIA

6 transparencies 23 overlays teacher's guide

India is explored through individual transparencies on history, geography, anthropology, sociology, economics, and political science. The emphasis is on man's interaction with his environment. Part of "Discover Your World: Examination of Foreign Cultures in Depth" (AEVAC).

Social Studies School Service: \$38.50

INDIA (Visiline)

Outlines and boundaries. One static and one clear overlay

American Map Co.: \$2.25 each up to 14. \$2.00 each 15 or more.

ALPHA MAP TRANSPARENCIES: SOUTH ASIA

3 base maps 30 overlays A teacher's manual page for each map
Covers every aspect of geography and contemporary life on the subcontinent.

Allyn and Bacon: \$36.00

Resource Centers

Barbara J. Harrison

Consultant

Center for International Programs and Comparative Studies

New York State Education Department

A number of academic and educational institutions, centers, and organizations located throughout the United States act as resource centers for the study of South Asia. Most of these establishments center around and serve specialists in the field, although some also attempt to assist nonspecialists. The distance between specialists and generalists can be great, and often has been in the past. In recent years, however, concern has become widespread that the study of India and other regions of Asia and Africa must be the province of pre-collegiate education and the public at large as well as of the academic and international affairs communities. Consequently, nonspecialists are finding access to a growing number of associations whose purposes now include the enhancement of knowledge about Asia for all Americans.

Academic programs of South Asian studies reach out to non-specialists in various ways. Eight major university centers of South Asian studies (California at Berkeley, Chicago, Columbia, Pennsylvania, Texas, Washington, Virginia, and Wisconsin—so-called NDEA Centers for International and Language and Area Studies—are supported by the U.S. Office of Education and are required to use at least fifteen percent of their federal support to serve the large non-specialist community; elementary and secondary education, community and small colleges, the business community, and the public at large.

Other academic centers maintain a strong interest in South Asia and, in addition to producing lively programs for their students, often stage educational functions of various kinds which include their local communities. Some have established programs specifically for the purpose of "reaching out" to teachers

and the general public. A few are governmentally funded to do so.

Several centers distribute newsletters, usually without charge and on request, to teachers and other who are interested in the activities of the centers and who live within a nearby geographical area.

UNIVERSITY RESOURCE CENTERS

American University. Washington Area South Asia Center.
c/o Center for Asian Studies, School of International Service.
Washington, DC 20016

University of Arizona. Department of Oriental Studies. Tucson, AZ 85721

University of California. South Asian Language and Area Studies Center. Berkeley, CA 94720

University of California. Curriculum Inquiry Center, Graduate School of Education. Los Angeles, CA 90024

University of Chicago. South Asia Language and Area Center. Chicago, IL 60637

Columbia University. Center for South Asian Studies. New York, NY 10027

Cornell University. South Asia Program *and* Center for Study of World Food Issues. Ithaca, NY 14850

Duke University. South Asia Program. Durham, NC 27706

University of Hawaii. Pacific and Asian Affairs Council. Pacific House, 2004 University Avenue, Honolulu, HI 96822

University of Illinois. Center for Asian Studies. Urbana, IL 61801

Kansas State University. South Asia Center. Manhattan, KS 66506

University of Michigan. Project on Asian Studies in Education
and Center for South and Southeast Asian Studies. Ann
Arbor, MI 48104

Michigan State University. Asian Studies Center. East Lans-
ing, MI 48824

University of Missouri. South Asia Center. Columbia, MO
65201

University of Missouri. Asia Resource Center, Extension Divi-
sion. St. Louis, MO 63121

New York University. Asian Studies Curriculum Center.
735 East Building, Washington Square, New York, NY 11003

University of Northern Iowa. Committee on Asian Studies,
College of Business and Behavioral Science. Cedar Falls, IA
50613

University of Pennsylvania. Language and Area Center for
South Asian Studies. Philadelphia, PA 19174

Syracuse University. Foreign and Comparative Area Studies
Program. Syracuse, NY 13210

University of Texas. Center for South Asia. Austin, TX 78712

University of Virginia. Center for South Asian Studies, Char-
lottesville, VA 22903

University of Washington. South Asia Language and Area
Center. Seattle, WN 98195

University of Wisconsin. South Asian Area Center. Madison,
WI 53706

University of Windsor. Institute of Asian Cultures. c/o J.W.
Spellman. Windsor, Ontario, Canada N78 3P4

Twenty-two universities and the New York Public Library participate in the Library of Congress Foreign Acquisitions Program—India, which has since 1962 provided them with very substantial research collections of English language books and other publications from India. These print materials are available for loan under the terms of the National Interlibrary Loan Code of 1968. The participating libraries are:

Library of Congress
New York Public Library
University of California, Berkeley
University of California, Los Angeles
University of Chicago
Columbia University
Cornell University
Duke University
Harvard University
University of Hawaii
University of Illinois
University of Iowa
University of Michigan
Michigan State University
University of Minnesota
University of Missouri
University of Pennsylvania
University of Rochester
Syracuse University
University of Texas, Austin
University of Virginia
University of Washington
University of Wisconsin
Yale University

In addition to this large research library program, a smaller program of the Library of Congress annually distributes a limited number of English-language periodicals and books from India to over 300 American libraries in 50 states, the District of Columbia, and Puerto Rico. These English-Language Program Recipients are the libraries of many of the larger colleges and universities in the states and a few large city public libraries. A list of these

libraries is available from the Library of Congress, Overseas Operations Division, Washington, DC 20540.

Educational organizations and centers in the United States involved in international, intercultural, or Asian affairs often include India in their activities. A few have a special interest in India and devote large portions of their work to aiding the study of India in the United States. These are especially helpful resource centers for nonspecialists.

AMERICAN COMMITTEE FOR SOUTH ASIAN ART

c/o Walter Spink, President
Department of the History of Art
The University of Michigan
Ann Arbor, MI 48104

An organization of art historians and other scholars interested in developing the field of South Asian art and in encouraging communication and cooperation among scholars in the field. The organization's semi-annual NEWSLETTER gives information about Indian art happenings of all kinds in the United States: active research and study projects, exhibitions, publications, lectures, conferences, museum collections.

AMERICAN UNIVERSITIES FIELD STAFF, INC.

4 West Wheelock Street
Hanover, NH 03755

A non-profit membership corporation of a group of American educational institutions devoted to the enlargement of American understanding of significant developments in foreign societies. A staff of foreign area specialists living in the area of specialization write about fifty Fieldstaff Reports annually. Each Report is usually confined to a particular political, social, economic, or cultural issue. One staff member covers India and Bangladesh and his Reports are available for purchase (q.v.). AUFS has recently opened its membership to individuals who receive the quarterly, COMMON GROUND, THE NEWSLETTER, POINT and a 25 percent discount on AUFS books and Reports. Each issue of COMMON GROUND is devoted to a single world problem theme. AUFS also produces multi-media intercultural

education materials, called Fieldstaff Perspectives, for high schools. These study patterns of culture in various societies around the world. India has not yet been included.

THE ASIA SOCIETY

112 East 64th Street

New York, NY 10021

The Washington Center of The Asia Society

1785 Massachusetts Avenue, N.W.

Washington, DC 20036

A membership educational organization working to deepen American understanding of Asia and to stimulate thoughtful intellectual exchange between the United States and Asian countries. It stages frequent lectures and meetings, sponsors studies, brings outstanding performing artists from Asia for programs in the United States, mounts major Asian art exhibitions in Asia House Gallery, New York City, and works to improve Asia materials in American schools. Its publication, ASIA BULLETIN, a bimonthly free to members (8-11 pp.), contains information about the society's numerous meetings, lectures, exhibitions, and staff activities, as well as book reviews and an enumeration of outstanding Asian exhibitions and events in New York City and elsewhere in the country. A list of materials developed by the Education Program may be obtained on request.

ASSOCIATION FOR ASIAN STUDIES, INC.

1 Lane Hall

University of Michigan

Ann Arbor, MI 48109

The professional association of scholars of Asian studies in the United States. Pre-collegiate teachers are encouraged by the Association to join its membership and, in recent years, have been offered a reduced rate for the first year of membership. Members receive the JOURNAL OF ASIAN STUDIES (q.v.) and the ASIAN STUDIES NEWSLETTER. The latter appears five times yearly and contains news of the activities of the Association and enumerations of conferences, study programs, grants and fellowships, exhibitions, and performances of likely interest to Asian studies professionals.

Affiliated with the AAS are eight Regional Conferences organized to serve the needs of diverse groups of members in different geographical regions of the United States. Secondary school teachers, students, and other interested non-specialists in Asian studies have frequently found at these Regional Conferences section meetings oriented to their particular problems and outlooks. The Regional Conferences are: Asian Studies on the Pacific Coast (ASPAC), Mid-Atlantic, Midwest, New England, New York, Southeast, Southwest, and Western. Dates and addresses of the Conferences may be obtained from the AAS office.

CENTER FOR INTERNATIONAL PROGRAMS AND COMPARATIVE STUDIES

The University of the State of New York
The State Education Department
99 Washington Avenue
Albany, NY 12230

The Center strengthens opportunities and resources to enlarge scholarly, school, and public knowledge of world regions, cultures, and global problems. It serves schools and colleges by providing supportive teaching materials and bibliographies and occasional opportunities for study abroad. Through seminars, institutes, conferences, information services, experimental programs, and teacher and student exchanges, it broadens the impact of cultural exchange on New York State's formal and non-formal educational institutions. It also plans on-site programs for foreign visitors seeking information about state and local governments and education. India and Asia is a major interest of the Center in its materials development work and seminars. It administers the Foreign Area Materials Center in New York City (q.v.) and the Educational Resources Center in New Delhi, India (q.v.).

EDUCATIONAL RESOURCES CENTER

P.O. Box 3554
New Delhi, India 110 024

ERC, an undertaking of the State Education Department, University of the State of New York, is engaged in identifying and

developing materials on India's society and culture for use by American schools and colleges. The work is carried on by a small professional Indian staff which works and consults with Indian and American scholars, curriculum specialists, and teachers on specific projects. Information about the materials available from ERC may be obtained by writing the Center for International Programs and Comparative Studies (q.v.).

FOREIGN AREA MATERIALS CENTER

60 East 42nd Street
New York, NY 10036

FAMC, sponsored by the Center for International Programs and Comparative Studies, New York State Education Department (q.v.) and the Council for Intercultural Studies and Programs, is concerned with the development and dissemination of materials useful in teaching about foreign areas and world problems, mainly at the undergraduate level. Major areas of interest include Asia, Africa, Latin America, Russia, and Eastern Europe. A list of materials (syllabuses, bibliographies, reprints, etc.) is available on request. The Center's monthly bulletin, INTERCULTURAL STUDIES INFORMATION SERVICE, seeks to keep its readers informed about the activities of organizations in the intercultural studies field.

SERVICE CENTER FOR TEACHERS OF ASIAN STUDIES

Ohio State University
29 West Woodruff Avenue
Columbus, OH 43210

The Association for Asian Studies helps attend to the growing needs of elementary and secondary school teachers who teach about Asia through its Committee on Elementary and Secondary Education (Robert H. Detrick, North Texas State University, Chair-person). The Committee established in 1971 the Service Center for Teachers of Asian Studies. It acts as a clearinghouse, giving guidance to teachers and identifying existing and newly emerging materials on Asia at the pre-collegiate level. It publishes the invaluable resource journal for teachers, FOCUS ON ASIAN STUDIES (q.v.) and the series, SERVICE CENTER PAPERS ON ASIAN STUDIES (q.v.).

SOUTHERN ATLANTIC STATES ASSOCIATION FOR ASIAN AND AFRICAN STUDIES

SASASAS Secretariat

Center for International Studies

2101 Campus Drive

Duke University

Durham, NC 27706

SASASAS, an association of twenty-three college and university faculties in Asian and African studies in the states of Virginia, North Carolina, South Carolina, and Georgia, endeavors to stimulate non-Western and intercultural program development in the southeastern part of the United States. Its specific purpose is to create interest in Asia and Africa and to assess, implement, and support the program development needs of these cultural areas in the educational systems of the Southern Atlantic states. It was formed originally to aid the development of South Asian studies and this continues to be a major part of its activities.

The Association publishes THE SASASAS REVIEW twice yearly (Department of History, Appalachian State University, Boone, NC 28608. Free). It contains news of the activities of SASASAS, short book reviews and film descriptions, and practical suggestions for teaching about Asia and Africa in high schools and colleges.

The Government of India maintains an Information Service in four American cities. It provides background about current developments in India from an official point of view. Films and a useful weekly information bulletin, INDIA NEWS, are free on request.

INFORMATION SERVICE OF INDIA

Embassy of India. 2107 Massachusetts Avenue, N.W., Washington, DC 20008

Consulate General of India. 3 East 64th Street, New York, NY 10021

Consulate General of India. 230 North Michigan Avenue, Chicago, IL 60601

Consulate General of India. 215 Market Street, San Francisco, CA 94105

The Government of India Tourist Office, in three cities, is a source for illustrations and descriptive material on various cities and regions of India.

GOVERNMENT OF INDIA TOURIST OFFICES

30 Rockefeller Plaza, North Mezzanine, New York, NY 10020

201 North Michigan Avenue, Chicago IL 60601

3550 Wilshire Boulevard, 204, Los Angeles, CA 90010

V

**Museum Collections of
the Art of India**

The experience of art is an essential aid to understanding another culture. South Asian art may be found in museums in the United States and, of course, throughout the world. Though only a relatively few museums in our country have collections of sufficient quality, quantity, and breadth to satisfy a viewer desiring a full grasp of the vast cultural heritage of the subcontinent, fine examples of South Asian art may, nevertheless, be seen in considerable abundance. We attempt here to help interested persons locate Indian art collections by listing museums with noteworthy collections available for viewing by the public. Most people will have access only to the American collections, but world travelers will perhaps be able to take advantage of the brief list of museums world-wide which possess major collections of the art of India.

Much of the information about the American museums was supplied by museum directors and curators in response to a questionnaire sent by Holly B. Hutchens under the sponsorship of the New York State Education Department, Center for International Programs and Comparative Studies and the American Committee for South Asian Art. This, together with information from various general guides to American museums, and especially *A GUIDE TO ASIAN COLLECTIONS IN AMERICAN MUSEUMS* (New York, The Asia Society, 1964, o.p.), provided the data for the listing of American museums. The Educational Resources Center, New Delhi used the publication, *BRIEF DIRECTORY OF MUSEUMS IN INDIA* (New Delhi, Museum Association of India, 1969, 35 pp., available from the National Museum, New Delhi), to select the Indian museums and to describe their collections. ERC provided also the information about museums outside the United States and India. The American museums and those in India are listed alphabetically by state, museums elsewhere by country.

It is always a good idea, since museum space is short and exhibits are frequently changed, to check with the museum staff that the objects you want to see are on display or, in the case of some museums, easily available in storage.

We regret any omissions of worthy collections that have not come to our attention.

South Asian Collections In American Museums

Holly B. Hutchens

**Department of Art
Cedar Crest College**

CALIFORNIA

LOS ANGELES COUNTY MUSEUM OF ART

5905 Wilshire Boulevard

Los Angeles' CA 90036

(Telephone : 213 937-4250)

Curator, Department of Indian and Islamic Art: Pratapaditya Pal

Over 100 objects of Indian sculpture, including the major pieces from the Heeramaneck collection, are displayed in Pauley Hall of the Ahmanson Gallery. They range in date from the Indus Valley civilization to the 19th and 20th centuries and include pieces from all periods. Two cases outside Pauley Hall contain bronzes and paintings from the museum's extensive Nepalese and Tibetan collection; larger paintings and sculptures are found on the fourth floor of Ahmanson Gallery. Also on the fourth floor is a gallery devoted to the arts of Mughal and Rajput India, including miniature paintings, jades, glass, ivory, and other decorative arts.

Publications :

THE ARTS OF INDIA AND NEPAL : THE NASLI AND ALICE HEERAMANECK COLLECTION. Boston, Museum of Fine Arts, 1966.

ISLAMIC ART : THE NASLI M. HEERAMANECK COLLECTION : GIFT OF JOAN PALEVSKY. Los Angeles, The Los Angeles County Museum of Art, 1973

A DECADE OF COLLECTING (1965-1975). Los Angeles, The Los Angeles County Museum of Art, 1975.

**ASIAN ART MUSEUM OF SAN FRANCISCO
THE AVERY BRUNDAGE COLLECTION**

Golden Gate Park

San Francisco, CA 94118

(Telephone : 415 558-2993)

Curator of Indian Art : Terese Tse Bartholomew

The Indian collection of 300 stone, bronze, and wooden sculptures ranging from the Kushana period to the 19th century. Besides good examples of Kushana pieces from Gandhara and Mathura, the collection is very strong in medieval sculptures, especially Chola and Pala pieces. Sixty objects are on display.

Publications :

Rene-Yvon Lefebvre d'Argence and Terese Tse, **INDIAN AND SOUTH-EAST ASIAN STONE SCULPTURES FROM THE AVERY BRUNDAGE COLLECTION**. 1969. \$4.25. Available at the Museum Society Book Shop, M.H. de Young Memorial Museum, Golden Gate Park, San Francisco, CA 94118.

**STANFORD UNIVERSITY MUSEUM AND ART
GALLERY**

Museum Way

Stanford, CA 94305

(Telephone : 415 477-4177)

Director : Lorenz Eitner

A GUIDE TO ASIAN COLLECTIONS IN AMERICAN MUSEUMS reports that the museum's Hindu and Buddhist sculptures date from the Kushana to late Chola periods. The collection also contains a few objects from Afghanistan, Nepal, and Tibet.

COLORADO

DENVER ART MUSEUM

100 West 14th Avenue Parkway

Denver, CO 80204

(Telephone : 303 297-2793)

Curator, Oriental Art : Ronald Y. Otsuka

The Denver Art Museum's collection of Oriental art contains

objects from India as well as Tibet and Nepal and includes examples of sculpture, painting, decorative arts, and textiles. The museum's large fifth floor north gallery is devoted to a permanent installation of these objects. Important sculptures on view include a Gandharan Buddha, three fine 11th century pieces from the Khajuraho area, a Chola Nataraja, and a Khmer head of Vishnu.

Publications :

THE DENVER ART MUSEUM : GUIDE TO THE COLLECTIONS

SOUTH ASIAN SCULPTURE : THE HAROLD P. AND JANE F. ULLMAN COLLECTION

Both are available through the Museum Bookstore.

DISTRICT OF COLUMBIA

FREER GALLERY OF ART

Smithsonian Institution

Washington, DC 20006

(Telephone : 202 381-5344)

Curator of Islamic : Esin Atil

The Freer Gallery has an extensive collection of Indian art, particularly miniature painting representing all styles from the 12th to 19th centuries, as well as some stone and bronze sculptures ranging in date from the 2nd century B.C. to the 16th century A.D.

THE TEXTILE MUSEUM

2320 S Street, N.W.

Washington, DC 20008

(Telephone : 202-667-0442)

Curator, Eastern Hemisphere : Louise W. Mackie

The Textile Museum has a collection of about 200 Indian textiles, almost all of which are pre-20th century. They are in storage and can only be seen by writing for an appointment.

FLORIDA

UNIVERSITY GALLERY

University of Florida

Gainesville, FL 32611

(Telephone : 904 392-0201)

Director : Roy C. Craven, Jr.

The collections of the University Gallery include a large number of Indian miniature paintings ranging in date from the 15th to 20th centuries and representative of major Mughal, Rajasthani, and Pahari Schools, bronze sculpture from the 10th to 19th centuries, and examples of stone sculpture of the Kushana and Gandharan styles. There is one 12th century Nepalese manuscript page and one example each of metal sculpture from Nepal, Tibet, and Cambodia.

Publications :

MINIATURES AND SMALL SCULPTURES FROM INDIA
1966

JAMINI ROY AND BENGALI FOLK ART. 1971

BEYOND INDIA. 1974

MUSEUM OF FINE ARTS

255 Beach Drive, North

St. Petersburg, FL 33701

(Telephone : 813 896-2667)

Director : Lee Malone

On exhibit are examples of Indian sculpture including Kushana and medieval works. A standing chlorite figure of Vishnu in the Pala style of the 12th century and an elaborately carved wood household shrine from the west of India are noteworthy. The collection also includes textiles, some metal work, and a number of paintings donated by Dr. Edwin Binney, 3rd.

RINGLING MUSEUMS

P.O. Box 1838

Sarasota, FL 33578

(Telephone : 813 355-5101)

Assistant Curator, Art Museum : Leslie Ashlander

The last purchase made by Ringling for the museum was a group

of Indian religious sculptures. Ranging from Gandharan Buddhist reliefs of the 2nd to 3rd centuries to Hindu carvings of the 11th to 12th centuries, the group also includes Jain monuments of the 3rd to 6th centuries.

HAWAII

HONOLULU ACADEMY OF ARTS

900 South Beretania Street

Honolulu, HI 96814

(Telephone : 808 538-3693)

Curator, Oriental Art : Howard A. Link

A GUIDE TO ASIAN COLLECTION IN AMERICAN MUSEUMS reports that, while less comprehensive than the Chinese and Japanese collections, the South and Southeast Asian art in the academy includes notable examples of a wide range of archaeological and ethnographical materials.

ILLINOIS

ART INSTITUTE OF CHICAGO

Michigan Avenue and Adams Street

Chicago, IL 60603

(Telephone : 312 236-7080)

Curator, Oriental Art : Jack V. Sewell

The Indian collection contains, on permanent display, examples of Indian sculpture ranging in date from the Kushana period, both Gandharan and Mathuran, to the medieval period, including pieces from Central India, Bengal, and South India. The collection also contains examples of the various styles of Indian miniature paintings which are not currently on display.

FIELD MUSEUM OF NATURAL HISTORY

Roosevelt Road at Lake Shore Drive

Chicago, IL 60605

(Telephone : 312 922-9410)

Assistant Curator, Asian Archaeology and Ethnology : Bennet Bronson

With the material in the reserve collections, the Indian and Pakistani holdings of the Field Museum are : 2,400 specimens

including about fifty miniature paintings, forty archaeological stone statues, 350 folk bronzes, and a moderate number of 17th century prints and textiles. From Tibet, Bhutan, and Nepal : 4,000 specimens including 300 thankas, 100 bronzes, several hundred prints, and numerous other decorated ritual and everyday artifacts. Quantities of specimens of folk and fine art from all the countries of Southeast Asia and from the Philippines are also held.

INDIANA

INDIANAPOLIS MUSEUM OF ART

1200 West 38th Street

Indianapolis, IN 46208

(Telephone : 317 923-1331)

Curator, Oriental Department : Paul Spheeris

The museum has on display in the Oriental gallery a number of Indian and Southeast Asian objects which include ten/17th, and 18th century miniature paintings of unspecified styles, more than twenty Indian sculptures ranging in date from the 2nd to the 17th centuries, and there 16th to 18th century Siamese Buddhas. In addition the collection includes textiles, weapons, and various other objects crafted in different media.

MARYLAND

WALTERS ART GALLERY

600 North Charles Street

Baltimore, MD 21201

(Telephone : 301 547-9000)

Director : Richard H. Randall, Jr.

On exhibit in the Indian gallery is a modest collection including three Gandharan, two Pala, two Tibetan, and three other sculptures, seven Indian miniature paintings (with thirteen more in the reserve collection), and one Tibetan painting.

The Islamic gallery contains a changing exhibition of manuscripts including Mughal miniatures as well as Indian jades, ivory, and metalwork. About twenty examples of Indian armor, daggers, swords etc. are found in the armor gallery.

BREEZEWOOD FOUNDATION

3722 Hess Road

Monkton, MD 21111

(Telephone : 301 771-4485)

President : Alexander B. Girswold

The foundation's collection is devoted chiefly to Buddhist sculpture from Thailand, with a full range of examples from the various Thai art periods. A small collection of sculpture from India, Nepal, Sri Lanka, and Burma illustrates the development of the iconography of the Buddha image and the Indian origins of Southeast Asian art. The Indian sculpture included consists of a few examples each of the Maurya, Sunga, Kushana (Gandhara and Mathura), Gupta, Post-Gupta, and Pala styles.

Publications :

A GUIDE TO THE BREEZEWOOD COLLECTION. 1956

MASSACHUSETTS

MUSEUM OF FINE ARTS

Huntington Avenue

Boston, MA 02115

(Telephone : 617 267-9300)

Curator, Asiatic Art : Jan Fontein

Enriched by the collections of Victor Goloubew and A.K. C. Coomaraswamy acquired in the early part of this century, the Boston Museum of Fine Arts has a rich collection covering all periods and styles of Indian and Persian miniature painting and of Indian and Southeast Asian sculpture. The collection is especially notable for the number of pieces of early Indian sculpture and for the artifacts, rare in this country, of the Indus Valley civilization from the museum's own dig at Chanhu-dharo.

Publications :

Jan Fontein and Pratapaditya Pal, MUSEUM OF FINE ARTS BOSTON : ORIENTAL ART, 1969. Distributed by New York Graphic Society, Boston, MA. This book contains a number of fine color and black and white photographs illustrating the entire Oriental collection, including the Indian and Southeast

Asian objects, as well as a bibliography of selected sources on the collection.

Pratapaditya Pal, RAGAMALA PAINTINGS IN THE MUSEUM OF FINE ARTS, BOSTON, 1967.

FOGG ART MUSEUM

Harvard University

Cambridge, MA 02138

(Telephone : 617 495-2378)

Assistant Curator of Oriental Art : Richard L. Mellot

The Indian collections contains over 200 miniature paintings of all styles and schools, about fifty pieces of sculpture many of them Gandharan, approximately thirty coins, and a few examples of terracottas and metalwork. There is a permanent exhibit of Indian painting but not of sculpture, which is used instead for small changing exhibits and for major travelling exhibits of Indian art.

Objects not on exhibit may be seen by the public by making an appointment with the Assistant Curator of Oriental Art. The museum encourages serious students and scholars but discourages general browsing.

ROSE ART MUSEUM

Brandeis University

415 South Street

Waltham, MA 02154

(Telephone : 617 647-2402)

Director : Michael Wentworth

The museum of Brandeis University has acquired the Tibetan collection of the old Riverside Museum of New York City which contains a large group of Tibetan thankas from the 17th to 19th centuries. The greater part of the collection was gathered from the monasteries of Tibet by an expedition in 1926-27. The collection also includes carved wooden porticoes, Nepalese figures, and art objects.

WORCESTER ART MUSEUM

55 Salisbury Street

Worcester, MA 01608

(Telephone : 617 752-4678)

Director : Richard Stuart Teitz

The Worcester Art Museum has on display Indian sculpture

ranging in date from the Kushana to the medieval periods including a Gandharan Buddha, a stone image of Brahma and a bronze image of Somaskandamurti, both from the Chola period, and a Pala image of Vishnu. There is also a selection of Indian miniature painting acquired by purchase from the collection of Alexander H. Bullock.

Publication :

A HANDBOOK TO THE WORCESTER ART MUSEUM.
1970

MICHIGAN

MUSEUM OF ANTHROPOLOGY

University Museums Building

The University of Michigan

Ann Arbor, MI 48104

(Telephone : 313 764-0482)

Curator, Division of the Orient : Karl L. Hutterer

The only collection that is of strictly Indian provenance is a group of about 80-100 textiles which include a number of Kashmiri shawls, a few rugs, and other miscellaneous items from around India. This collection is not on exhibit at present.

The museum also has a collection of Tibetan materials mostly gathered from the Ladakh area in 1932-33. Among them are fifty thankas, as well as many ornaments, small statuary art, wooden seals, printing blocks, and numerous other items of ritual and daily use. The thankas are presently undergoing restoration. A printed catalogue of the thankas will be available within the year. Two separate exhibitions of this material are in the planning stages.

STEARNS COLLECTION OF MUSICAL INSTRUMENTS

School of Music

University of Michigan

Ann Arbor, MI 48105

(Telephone : 313 764-4387)

Director : Robert A. Warner

The collection contains approximately eighty instruments from

Greater India including Pakistan and Nepal. Many of these, especially stringed instruments, illustrate rare types or have fine decoration. Many instruments from continental and island Southeast Asia are also included in the collection.

THE UNIVERSITY OF MICHIGAN MUSEUM OF ART

Corner of S. State Street and S. University Street

Alumini Memorial Hall

Ann Arbor, MI 48104

(Telephone : 313 764-0395)

Director : Bret Waller

The Indian collection consists of about ninety stone and bronze sculptures, a number of them small folk bronzes, and about twenty miniature paintings. Usually no more than one or two Indian sculptures will be found on display at a time.

DETROIT INSTITUTE OF ARTS

5200 Woodward Avenue

Detroit, MI 48202

(Telephone : 313 831-0360)

Curator : William Peck

The museum has about twenty pieces of Indian and Southeast Asian art on display. Although these are mainly examples of late medieval sculpture, they also include a 10th century Pratihara image of a Tirthankara, a Gupta Buddha head from Mathura, four Gandharan pieces, and one Kushana Yakshi from Mathura. The collection also contains miniatures and textiles.

MINNESOTA

MINNEAPOLIS INSTITUTE OF ARTS

2400 Third Avenue South

Minneapolis, MN 55404

(Telephone : 612 874-0200)

Curator of Decorative Arts and Sculptures : Merribell Parsons

The Minneapolis Institute of Arts has a small collection of Indian and Southeast Asian sculpture dating from the 10th to the 18th centuries.

MINNESOTA MUSEUM OF ART

305 St. Peter Street
Saint Paul, MN 55102
(Telephone : 612 227-7613)

Curator of Asian Art : Robert Poor

The museum has a small collection consisting of four sculptures (a Gandharan relief and three medieval examples), eleven miniature drawings and painting, a small collection of Indian fabrics, and a selection of fifteen or twenty Tibetan thankas.

All of these objects go on display periodically in the fourth floor galleries. With proper advance notice, the museum would be willing to pull specific objects for an interested scholar.

MISSOURI

MUSEUM OF ART AND ARCHAEOLOGY

University of Missouri-Columbia
Ellis Library 4D11
Columbia, MO 65201
(Telephone : 314 882-8363)

Associate Curator of South Asian Art : Sarla D. Nagar

The Indian collection consists of architectural stone reliefs from Gandhara, Bengal of the Pala and Sena periods, and medieval Central India; a number of bronze figures and figurines from all over India mostly 16th to 19th centuries; terracotta heads from West Pakistan from 2,500 B.C.; temple bricks and masks and cult objects; much folk art. The collections also include bronze figures and other objects from Nepal, Tibet, Sri Lanka, and Southeast Asia.

WILLIAM ROCKHILL NELSON GALLERY OF ART

ATKINS MUSEUM OF FINE ARTS

4525 Oak Street
Kansas City, MO 64111
(Telephone : 816 561-4000)

Associate Curator of Oriental Art : Jeanne Harris

This strong collection of Indian sculpture includes Buddhist and Hindu art from the Gandhara, Mathura, Pala, Chalukya, and Chola periods; and bronze images, both Hindu and Jain, from the Pala, Chalukya, and most notably from the Chola

period. The collection also includes a few Indian miniature paintings from the 15th through the 18th century and even fewer drawings of the 17th and 18th centuries. The Indian sculpture is on permanent exhibit.

Publication :

HANDBOOK OF THE COLLECTIONS. Vol. 2 : ART OF THE ORIENT. Kansas City, 5th ed., 1973, pp. 116-151. This is the only available catalogue of the Indian collection. It presents a good selection and all of the objects are illustrated and briefly described.

ST. LOUIS ART MUSEUM

Forest Park

St. Louis, MO 63110

(Telephone : 314 721-0067)

Associate Curator, Oriental Art : Richard S. Cleveland

According to **A GUIDE TO ASIAN COLLECTIONS IN AMERICAN MUSEUMS** the art of India, Nepal, and Tibet is represented in this museum which is best known for its early Chinese Art.

NEW JERSEY

NEWARK MUSEUM

43-49 Washington Street

Newark, NJ 07101

(Telephone : 201 733-6600)

Curator of Oriental Collections : Valrae Reynolds

The Newark Museum's South Asian collection consists of wood, stone, metal, and ivory sculpture, painting on paper or cloth, manuscripts on palm leaf or paper, textiles and costumes, and miscellaneous decorative and ethnographic material from India and Nepal and also Burma and Indonesia.

A selection of the noted Tibetan collection is on permanent exhibition. The Indian and Nepalese material is frequently on view. Inquiries may be made to the Curator of Oriental Collections as to current exhibitions.

Publications :

"Temple Sculpture from India, Southeast Asia and Nepal,"
THE MUSEUM, Fall, 1970.

"The Textiles and Costumes of India," THE MUSEUM, Summer
Fall, 1965.

Information about the extensive publication of the Tibetan
Collection is available from the Publication Department of
the museum.

NEW YORK

BROOKLYN MUSEUM

188 Eastern Parkway

Brooklyn, NY 11238

(Telephone: 212 638-5000)

Curator, Oriental Art: Robert Moes

Assistant Curator: Amy G. Foster

The Oriental Art department displays a representative selection of stone and bronze sculpture from the time of the Indus Valley civilization through the medieval period, miniature painting from the 16th to 19th centuries (including several HAMZANAMA pages), and decorative arts from its collections of Indian and Himalayan art. The museum's permanent exhibition is the largest in the New York area. From time to time, temporary exhibitions are organized to focus on one or another area of the Indian collection.

Photographs and slides of objects in the collection are available from the Photography Sales Department. All other inquiries should be directed to the Department of Oriental Art. Galleries in the museum are closed on a rotating basis.

ALBRIGHT-KNOX ART GALLERY

1285 Elmwood Avenue

Buffalo, NY 14222

(Telephone: 716 882-8700)

Associate Curator: Douglas G. Schultaz

The collection on display is small and includes five miniature paintings (Mughal of the Akbar period, Pahari, Deccani, and two Malwa) and four Indian sculptures (a Gandharan head, a Gupta Jina and two South Indian pieces).

HERBERT F. JOHNSON MUSEUM OF ART

Cornell University

Ithaca, NY 14853

(Telephone: 607 256-6464)

Curator of Asian Art: Martie Young

The museum has an extensive collection of ceramics, sculpture, and paintings from all areas and periods of India and Southeast Asia. The collection is located on the fifth floor of the museum in the George and Mary Rockwell Galleries of Asian Art. Displays are changed periodically with exhibit space customarily allocated for presentation of ceramic selections and some more or less permanent displays of large sculptural pieces. The Southeast Asian ceramics are considered to be the particular strength of the collection.

Publication:

A museum catalogue, scheduled for publication in June 1977, will include selections from the Asian collection including some Indian and Southeast Asian objects.

ASIA HOUSE GALLERY

The Asia Society

112 East 64th Street

New York, NY 10021

(Telephone: 212 PLI-4210)

Director: Allen Wardwell

At present the Asia House Gallery has no permanent collection. It organizes and presents three annual exhibitions of Oriental art gathered from museums and private collections in this country and abroad. These exhibitions, which often travel to other museums, are frequently devoted to Indian art. Several years hence, the John D. Rockefeller 3rd Collection will be given to the Society and there then will be a new museum of Asian art which will include Indian works.

Publications: Asia House Gallery publications dealing all or in part with South Asian art available as of November, 1976:

THE ART OF MUGHAL INDIA: PAINTING AND PRECIOUS OBJECTS, Stuart C. Welch (q.v.).

ASIAN ART: SELECTIONS FROM THE COLLECTION OF MR. AND MRS. JOHN D. ROCKEFELLER 3RD, Sherman E. Lee, 1970. \$9.00. Available from The Asia Society.

ASIAN ART, PART II: SELECTIONS FROM THE COLLECTION OF MR. AND MRS. JOHN D. ROCKEFELLER 3RD, Sherman E. Lee, 1975. \$16.50. \$5.95 (paper). Available from The Asia Society.

A FLOWER FROM EVERY MEADOW: INDIAN PAINTINGS FROM AMERICAN COLLECTIONS, Stuart C. Welch (q.v.).

GODS, THRONES, AND PEACOCKS: NORTHERN INDIAN PAINTING FROM TWO TRADITIONS; FIFTEENTH TO NINETEENTH CENTURIES, Stuart Cary Welch and Milo Cleveland Beach, 1965. \$30.00. Available from Arno Press (The Asia Society Reprint Collection).

INDIAN DRAWINGS AND PAINTED SKETCHES: 16TH TO 19TH CENTURIES, Stuart Cary Welch, 1976. \$17.50; Available from John Weatherhill, Inc. \$6.50 (paper); Available from The Asia Society.

THE LAST EMPIRE: VICTORIAN PHOTOGRAPHS OF INDIA, 1976. \$20.00. Available from The Asia Society.

MASTERPIECES OF ASIAN ART IN AMERICAN COLLECTIONS, 1960. \$1.00 (paper). Available from The Asia Society.

MASTERPIECES OF ASIAN ART IN AMERICAN COLLECTIONS II, 1970. \$15.00. Available from The Asia Society.

NEPAL: WHERE THE GODS ARE YOUNG, Pratapaditya Pal, 1975. \$19.95. Available from John Weatherhill, Inc.

RAJASTHANI TEMPLE HANGINGS OF THE KRISHNA CULT, Robert Skelton, 1973. \$5.95 (paper). Available from The Asia Society.

RARITIES OF THE MUSÉE GUIMET, 1975. Introduction by Jeannine Auboyer. \$19.50; Available from John Weatherhill, Inc. \$6.95 (paper); Available from The Asia Society.

METROPOLITAN MUSEUM OF ART

Fifth Avenue and 82nd Street

New York, NY 10028

(Telephone: 212 879-5500)

Curator, Department of Far Eastern Art: Martin Lerner

The collections of the Metropolitan Museum of Art include examples of the sculpture, painting, and decorative arts of India. At this time the only Indian art on display is a small exhibition of bronzes from South Asia and a gallery in the museum's magnificent new installation of Islamic art containing examples of the Islamic art of India: miniature paintings, costumes, jewelry, armor, and decorative arts.

Publications:

Martin Lerner, **BRONZE SCULPTURES FROM ASIA**, New York, The Metropolitan Museum of Art, 1975. 50¢
"Islamic Art," **THE METROPOLITAN MUSEUM OF ART BULLETIN**, Spring, 1975

NICHOLAS ROERICH MUSEUM

319 West 107th Street

New York, NY 10025

(Telephone: 212 864-7752)

Curator: Edgar Lansbury

The collection includes paintings of Tibet, India, and the Himalayas.

JACQUES MARCHAIS CENTER OF TIBETAN ART

338 Lighthouse Avenue

P.O. Box 296

Staten Island, NY 10306

(Telephone: 212 987-4378)

Director: Ruth Sprute

Curator: Rosemary Tung

In addition to its collection of Tibetan Buddhist art, the center has a library containing books, pamphlets, and photographs on

the religion, art, philosophy, travel, art history, and fiction of China, India, Thailand, Japan, and Tibet. Many of the books and photographs deal with Buddhist art and iconography. Although the emphasis in this museum is on Tibetan art, there are a few pieces representing the art of India.

Inquiries concerning the collection should be addressed to the curator, Mrs. Rosemary Tung, 226 Castleton Ave., New York, NY 10301.

UNIVERSITY ART COLLECTIONS

Syracuse University

Sims Hall

Syracuse, NY 13210

(Telephone: 315 423-4097)

Registrar: Mary Ann Calo

The Syracuse University Art Collections include the Ruth Reeves Memorial Collection of Indian Folk Arts, an extensive, well-documented collection of metal, ceramics, jewelry, textiles, and wooden objects. This collection is housed in the storage facility of the University Art Collections. While not currently on exhibit, it is easily accessible to scholars and other interested persons.

Publications:

Ruth Reeves, FOLK ARTS OF INDIA: METAL, CERAMICS, JEWELRY, TEXTILES, AND WOOD, 1967.
\$1.50. Catalogue of an exhibition of the Ruth Reeves Memorial Collection, Syracuse University and related works loaned by private collectors.

OHIO

CINCINNATI ART MUSEUM

Eden Park

Cincinnati, OH 45202

(Telephone: 513 721-5204) 301

Director: Millard F. Rogers, Jr.

According to A GUIDE TO ASIAN COLLECTIONS IN

AMERICAN MUSEUMS, Indian sculpture represented in the museum's collection dates from the 2nd century to the 19th, created in stone, wood, and metal for Buddhist, Hindu, and Jain worship. Indian miniature paintings range in date from the 16th to the 19th centuries. Also included are gilt bronzes from Nepal and Thailand, and six temple banners from Tibet.

CLEVELAND MUSEUM OF ART

11150 East Boulevard at University Circle

Cleveland, OH 44106

(Telephone: 216 421-7340)

Director and Chief Curator of Oriental Art: Sherman E. Lee

Curator of Indian Art: Stanislaw Czuma

The Cleveland Museum of Art collection comprises a large number of sculptures and paintings from India and the Himalayas. Every major period of Indian art is represented by several sculptures with an especially rich selection of Kushana, Gupta, and medieval materials. The collection includes some important Gupta, Kashmiri, and Chola bronzes. The selection of Mughal, Rajasthani, and Pahari miniature paintings is representative of every major school.

Publication:

HANDBOOK: THE CLEVELAND MUSEUM OF ART/

1969. Cleveland, The Cleveland Museum of Art, 1970.

\$4.00. This includes Oriental objects.

DAYTON ART INSTITUTE

Forest and Riverview Avenues

P.O. Box 941

Dayton, OD 45401

(Telephone: 513 223-5277)

Assistant Curator: Kathy Kelsey Foley

A small collection including several fine pieces shows the range of Indian culture. The collection includes two Kushana railing reliefs, a Gandharan head, seven medieval sculptures (three from Central India, one from Bihar, and three from South India), and some Indian miniature paintings.

ZANESVILLE ART CENTER

1145 Maple Avenue
Zanesville, OH 43701
(Telephone: 614 452-0741)

Director: Charles Dietz

Curator of Oriental Art: Jane Terry Bailey

The Zanesville Art Center has a small collection of about twenty sculptures including temple reliefs and free standing figures in wood, stone, bronze, ivory, and silver as well as about twenty religious and decorative objects including three Tibetan thankas.

OREGON

MUSEUM OF ART

University of Oregon
Eugene, OR 97403
(Telephone: 503 686-3027)

Director: Richard Paulin

The University of Oregon's Museum of Art contains objects from India and the Himalayas, some of which are 20th century craft items. Among the Indian sculpture there are five pieces from the 1st-3rd centuries, three from the 4th-6th centuries, four from the medieval period, and a large number later than the 17th century. Tibetan and Nepalese objects range from the 16th to the 20th century.

PORTLAND ART MUSEUM

Southwest Park and Madison
Portland, OR 97205
(Telephone: 503 226-2811)

Curator: William Chiego

The museum has a few pieces of Indian sculpture including a Gandharan Buddha; Miniatures, both Persian and Indian, of the 17th, 18th, and 19th centuries; and textiles.

Publications:

**RAJPUT MINIATURES FROM THE COLLECTION OF
EDWIN BINNEY, 3RD.**

**PERSIAN AND INDIAN MINIATURES FROM THE
COLLECTION OF EDWIN BINNEY, 3RD.**

**"Notes on a Stone Sculpture from Gandhara," NOTES ON
THE COLLECTIONS (Number Thirteen).**

PENNSYLVANIA

FREE LIBRARY OF PHILADELPHIA

Rare Book Department

Logan Square

Philadelphia, PA 19103

(Telephone: 215 MU 6-5416)

Reference Librarian: Frank M. Halpern

The John Frederick Lewis Collection of Oriental Manuscripts contains about 1,000 Mughal and Rajput miniatures and three Hindi, eight Sanskrit, one Nepalese, four Pali, and one Siamese manuscripts. The collection is not on display but is available for use by qualified scholars doing advanced research. Readers expecting to make extensive use of the collection are kindly requested to notify the Rare Book Department in advance.

Publication:

**ORIENTAL MANUSCRIPTS OF THE JOHN FREDERICK
LEWIS COLLECTION IN THE FREE LIBRARY OF
PHILADELPHIA. \$15.00. Available from the Rare Book
Department.**

PHILADELPHIA MUSEUM OF ART

Benjamin Franklin Parkway at 26th Street

P.O. Box 7646

Philadelphia, PA 19101

(Telephone: 215 763-8100)

Curator of Indian Art: Stella Kramrisch

The collections on exhibit include Indian, Tibetan, and Nepalese sculpture with special emphasis on the medieval periods, a granite *mandapam* composed of parts of three South Indian temples of the mid 16th century, and Indian miniature painting. The Tibetan-Nepalese gallery at present can be seen by appointment only.

Publications:

**GUIDE TO THE PHILADELPHIA MUSEUM OF ART,
1976.**

**INDIAN SCULPTURE IN THE PHILADELPHIA
MUSEUM OF ART, 1960 (q.v.).**

ART OF NEPAL AND TIBET CATALOGUE, a supplement to **PMA BULLETIN**, M 265, Spring, 1960

UNIVERSITY MUSEUM

University of Pennsylvania

33rd and Spruce Streets

Philadelphia, PA 19174

(Telephone: 215 386-7400)

Curator: Gregory L. Possehl

The University Museum has a teaching collection of Indian sculpture containing about fifty pieces ranging in date from the Gupta period to the 19th century. Most of these are busts. There are two pieces of South Indian origin (ca. 18th century) of particular merit, in addition to five Gandharan pieces. Only four pieces are on permanent exhibition and these are scattered throughout the museum.

A collection of about 200 pieces from Chanhu-Daro is on more-or-less permanent loan from the Boston Museum. This ranges from Harappan seals, figurines, whole pots, stone tools to a representative collection of sherds.

RHODE ISLAND

MUSEUM OF ART

Rhode Island School of Design

Providence, RI 02903

(Telephone: 401 331-3507)

Curator of Oriental Art: Elizabeth T. Casey

The Indian collections contain several medieval stone and bronze sculptures including an outstanding 12th century bronze Nataraja, miniature paintings from the 17th to 19th centuries, jewelry from the 18th and 19th centuries, and a large collection of 17th to 19th century costumes. The collections are in storage, due to the installation of atmospheric control, until late in 1976, after which much of the Indian collection will be on display.

TEXAS

KIMBELL ART MUSEUM

Will Rogers Road West

P.O. Box 9440

Fort Worth, TX 76107

(Telephone: 817 332-8451)

Curator: Neil Johnson

The Indian collection is small in concurrence with the museum's policy of few, but choice, pieces. It displays a Gandharan Buddha, two Rajasthani sculptures of the 10th or 11th centuries and a 12th century piece from Bengal, and two South Indian bronzes. The museum has recently acquired a Mewar painting (ca. 1690) which will be on display soon.

Publications:

KIMBELL ART MUSEUM: CATALOGUE OF THE
COLLECTION. Fort Worth, Kimbell Art Foundation, 1972.

KIMBELL ART MUSEUM: HANDBOOK. Fort Worth,
Kimbell Art Foundation, 1976 (in preparation)

VIRGINIA

VIRGINIA MUSEUM OF FINE ARTS

Boulevard and Grove Avenue

Richmond, VA 23221

(Telephone: 804 770-6344)

Curator: Pinkney Near

This museum contains examples of cave and temple sculpture of India from the Heeramanek collection. From India, Kashmir, Nepal, and Tibet the collection contains 28 stone sculptures, 23 metal sculptures, 96 paintings, 25 examples of decorative arts, and nine textiles.

WASHINGTON

COSTUME AND TEXTILE STUDY CENTER

School of Home Economics

University of Washington

Seattle, WN 98195

(Telephone: 206 543-1739)

Curator: Virginia I. Harvey

The collection contains textiles and related objects and has 1,320

items from India which were acquired from Elizabeth Bayley Willis, a local woman who went to India in the 1950s and 1960s to advise the All-India Handicrafts Board on marketing. As she traveled throughout the country she collected textiles and costumes. Her collection is one of the most extensive in the United States. It includes both new and old fabrics, jewelry, and shoes, and many books, clippings, photographs, and slides.

SEATTLE ART MUSEUM

Volunteer Park

Seattle, WN 98112

(Telephone: 206 447-4710)

Curator of Asian Art: Henry J. Trubner

There are approximately 400 objects in the collections of Indian and Southeast Asian art. The collections are especially strong in sculpture and painting and also include fine textiles and decorative arts. Significant stone sculptures are always on view, but other materials are shown with less frequency due to a critical shortage of exhibition space. Mughal jades are included in the more or less permanent jade display.

Publications:

Henry Trubner, William Jay Rathbun, and Catherine A. Kaputa, **ASIATIC ART IN THE SEATTLE ART MUSEUM: A SELECTION AND CATALOGUE**. Seattle, Seattle Art Museum, 1973. 300 pp. 333 illus. \$25.00 (cloth) \$12.95 (paper). Available from The University of Washington Press.

WISCONSIN

ELVEHJEM ART CENTER

800 University Avenue

University of Wisconsin

Madison, WI 53706

(Telephone: 608 263-2246)

Curator of Prints and Drawings: Carlton Overland

The collections of the Elvehjem Art Center include The Ernest C. and Jane Werner Watson Collection of Indian Miniature Paintings. This collection consists of 271 paintings dating from

the 13th to 20th centuries. About 30 of the paintings are on view in the galleries on a rotating basis, and the remainder of the collection (except for about 40) can be viewed in the print study room. A set of 24 as yet unidentified Indian miniatures can also be seen in the print study room.

The museum has on permanent view a group of thirteen Indian sculptures, ranging from the Gandharan to the Vijayanagara periods.

A large group of decorative arts are held which are not normally available to the public. Included in this group are some Tibetan thankas and other religious ornaments and accessories, a few Nepalese pieces, and a number of Indian objects ranging from toys and games to jewelry and other costume ornaments, carved ivory figurines, etc.

Publication:

Pramod Chandra, INDIAN MINIATURE PAINTING:
THE COLLECTION OF ERNEST C. AND JANE
WERNER WATSON. Madison, Elvehjem Art Center,
1971. Available from the museum shop.

South Asian Collections in Selected Museums Outside the United States

Sharada Nayak

**Educational Resources Center
New Delhi**

Barbara J. Harrison

**Center for International Programs and
Comparative Studies
New York State Education Department**

CANADA

ART GALLERY OF GREATER VICTORIA. 1040 Moss Street, Victoria, British Columbia.

Sculpture (Gandharan and Central India medieval pieces).
Painting including Jain album leaves and 18th and 19th century miniatures from various schools. Miscellaneous craft items.

ROYAL ONTARIO MUSEUM. 100 Queen's Park, Toronto, Ontario.

Stone and bronze sculpture (Kushana to medieval periods).
Paintings. Jewelry and other decorative arts. Islamic art.

MONTREAL MUSEUM OF FINE ART. 1379 Sherbrooke Street West, Montreal, Quebec.

Sculptures. Textiles.

DENMARK

NATIONAL MUSEUM. 12 Frederiksholms Kanal. Ethnographical Department, 10 Ny Vestergade, Copenhagen.

Indian arts. Decorative arts. Ethnography.

FRANCE

GUIMET MUSEUM (Asiatic Department of the Louvre Museum). 6 Place d' Iéna. Annexe at 10 Avenue d' Iéna, Paris.

One of the richest treasuries of Asian art in the Western world. Indian art. Central Asian material including Begram ivories, temple banners, mural and textile fragments. Medieval sculptures in stone and bronze. Mughal miniatures.

GERMANY, FEDERAL REPUBLIC OF

MUSEUM OF INDIAN ART. Takustrasse 40, Berlin.

Indian sculpture. Miniature paintings. Central Asian murals and manuscripts.

MUSEUM OF ISLAMIC ART. Takustrasse 40, Berlin

Carpets and decorative arts from India and Islamic countries.

GREAT BRITAIN

BRITISH MUSEUM. Great Russell Street, London. National Museum of Archaeology, Art and Ethnography.

Large collection of sculptures (e.g. Amaravati panels) of all periods and styles. Paintings. Ceramics. Tibetan and Central Asian collections.

VICTORIA AND ALBERT MUSEUM. Cromwell Road, South Kensington, London. Fine and applied art of all countries, periods, and styles including India, Islamic countries, and Southeast Asia. Sculpture. Furniture. Tapestries. Ceramics. Glass. Musical instruments. Silver. Jewelry. Costumes. Miniature paintings.

ASHMOLEAN MUSEUM OF ART AND ARCHAEOLOGY.

Beaumont Street, Oxford. Indian sculptures and paintings. Tibetan art. Islamic pottery and metalwork.

GULBENKIAN MUSEUM OF ORIENTAL ART AND ARCHAEOLOGY. University of Durham, Elvet Hill, Durham.

Indian sculptures. Manuscripts. Paintings.

INDIA

SALARJUNG MUSEUM. Hyderabad, Andhra Pradesh
Manuscripts. Western Indian paintings. Textiles. Porcelain. Jade.
Carpets. Antique furniture. Ivory. Glass. Clocks. Bronze.
Silver. Bidriware. Toys.

NATIONAL MUSEUM. Janpath, New Delhi
Proto-history. Sculptures. Miniature paintings. Pre-Columbian
arts. Central Asian collections. Pre-history. Bronzes. Copper
plates. Coins. Arms. Anthropology.

BHURI SINGH MUSEUM. Chamba, Himachal Pradesh
Miniature paintings. Archaeology. Anthropology. Costumes.
Ethnology.

CENTRAL ARCHAEOLOGICAL MUSEUM. Gujar Mahal,
Fort, Gwalior, Madhya Pradesh Stone sculptures. Terracottas.
Bronzes. Miniature paintings.

PRINCE OF WALES MUSEUM OF WESTERN INDIA.
Fort, Bombay, Maharashtra
Paintings. Ivories. Archaeology. Costumes. Bronzes. Porce-
lains. Jade.

ARCHAEOLOGICAL MUSEUM. Ahar (near Udaipur), Rajas-
than
Excavated material from the Chalcolithic site of Ahar (1800
B. C. onward). This is the only Chalcolithic site museum in
India.

STATE MUSEUM. Bharatpur, Rajasthan
Excavated material from Noh (1000 B. C. onward). Sculp-
tures. Inscriptions. Coins. Arms.

MAHARAJA OF JAIPUR MUSEUM. City Palace, Jaipur,
Rajasthan
Miniature paintings. Mughal carpets. Costumes. Arms and
armor. Textiles.

**GOVERNMENT MUSEUM AND THE NATIONAL ART
GALLERY.** Egmore, Madras, Tamil Nadu
Stone and bronze sculptures. Painting. Anthropology. Coins

ARCHAEOLOGICAL MUSEUM. Dampier Park, Mathura, Uttar Pradesh

Stone sculptures, particularly of the Kushana and Gupta periods of the Mathura School. Terracottas. Bronzes.

MAHARAJA BANARAS MUSEUM. Fort Ram Nagar, Varanasi, Uttar Pradesh.

Textiles (Banaras brocades). Manuscripts. Howdas. Stone sculptures. Arms. Paintings. Decorative arts.

STATE MUSEUM. Banarasibagh, Lucknow, Uttar Pradesh

Stone sculptures. Bronzes. Terracottas. Inscriptions. Anthropology. Paintings. Costumes. Coins. Ethnology.

INDIAN MUSEUM. 27 Jawahar Lal Nehru Road, Calcutta, West Bengal

Antiquities illustrating the cultural history of India from pre-historic times to the present. Archaeology. Anthropology. Bharhut, Gandhara, and Pala sculptures.

ITALY

NATIONAL MUSEUM OF ORIENTAL ART. Via Merulana 248, Rome.

Gandharan art, principally from the Swat Valley. Tibetan arts.

JAPAN

NATIONAL MUSEUM. 1 Ueno Park, Daito-ku, Tokyo.

Large collections of Asian antiquities and arts, including some Central Asian and Indian material.

THE NETHERLANDS

NATIONAL MUSEUM. Department of Far Eastern Art. Hobbemastraat 19, Amsterdam.

Some Indian art in the Asiatic art collection.

MUSEUM OF THE TROPICS. Linnaeusstraat 2, Amsterdam.

Life in tropical and sub-tropical countries, including Indian fine and applied arts.

MUNICIPAL MUSEUM. Stadhonderslaan 41, The Hague.

Collection of ancient decorative art (1800 B. C. onward) of the Near and Far East.

FOLK ART MUSEUM. Steenstraat 1, Leiden.

Includes Indian material.

PAKISTAN

NATIONAL MUSEUM OF PAKISTAN. Burns Garden, Karachi.

Paleolithic implements. Indus Valley culture materials. Sculptures from Gandhara and other Buddhist sites. Hindu sculpture. Coins from the 6th century to date. Manuscripts. Islamic decorative arts. Ethnography from various tribal and ethnic minorities.

LAHORE MUSEUM. Lahore, Punjab

Large collection of Gandhara and other Buddhist sculptures. Mughal, Rajput, and Kangra miniature paintings. Coins of the subcontinent.

SINGAPORE

UNIVERSITY OF SINGAPORE ART MUSEUM. Bukit Timah Rd., Singapore.

Islamic pottery. Classical Indian sculpture. Miniature paintings. Historical and traditional textiles.

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APPENDICES

A.

Ordering Books

The most convenient and sure way to obtain a book is to order it through a local book dealer, and wait. Provide the dealer with the name of the author, the title of the book, the publisher, and the place and date of publication. The local dealer will get in touch with his wholesaler, the wholesaler with the distributor. You will get the book faster than if you write to the publisher. If your desired book is from India and the bookseller appears not to know how to order it, suggest that he use either of the wholesalers listed at the end of this note; they know well how to handle purchases of India-published books.

Many books included in this guide were originally published in India or in Britain. Most, but not all, such publishers have North American distributors. In this guide we have used the names and the prices of the North American outlet rather than of the original publisher, unless the book is not currently listed by any American distributor. Addresses of all distributors and publishers included in this guide are given at the back of the guide.

Books originally published overseas are priced higher in the United States than in their countries of origin for the American distributors absorb procurement, promotional, stocking, and numerous other distributional costs. In return they provide efficient, fast service—most of the time.

If economy, and not convenience nor time, is your concern, you may obtain books from a dealer in the country of original publication. Books published for example, in Britain or in India can be ordered from a book *dealer* in that country, though not from the *publisher* who has arranged with his North American distributor not to fill orders from the distributor's territory. But the book dealer in India or in Britain can legitimately sell books to anyone anywhere, and almost always his prices are lower and the quality of his service almost equal to that of the American dealer—*provided* the foreign dealer specializes in

American customers. This recourse is available to those who plan to order frequently. Books ordered from India will require three to five months to arrive by sea. Register all important mail to India.

Below we have listed names and addresses of several reputable dealers in Britain and in India who welcome American orders and accounts. Opening an account with one or more of them will avoid time-consuming back-and-forth communications about payment arrangements, charges for packing and shipping, etc. Keep in mind, however, that this method of ordering books is less convenient, less expensive, and more time consuming than dealing through a local book dealer.

WHOLESALE—USA

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(Regional Offices distributed throughout USA)

Bro-Dart Inc. 1609 Memorial Avenue, Williamsport,
PA 17701

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Munshi Ram Manoharlal, Oriental Booksellers and Publishers.
P.O. Box 1165, 4416 Nai Sarak, Delhi 110 006

D.K. Agencies. 461 Vivekanandnagar, Delhi 110 007

India Book Exports, M. Seshachalam & Co. 14 Sunkurama
Chetty Street, Madras 600 001, Tamil Nadu

O.C. Gangully. Seal's Garden Lane, Calcutta 700 002

BOOK DEALERS—BRITAIN

Ad Orientem, Ltd. 2 Cumberland Gardens, St. Leonards-on-Sea,
East Sussex TN38 0QR

Luzac and Co., Ltd. P.O. Box 157, 46 Great Russell Street, London WC1B 3PE

**BOOK DEALERS—Indian Visual and Performing Arts Out of
Print Books**

Graeme Vanderstoel. P.O. Box 559, El Cerrito, CA 94530

**Kenneth Mummery. 9 St. Winifred's Road, Bournemouth,
England**

**BRIJEN K. GUPTA
University of Rochester**

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B.

A Guide to Pronouncing Indian Words

From the Western point of view the sounds found in Indian languages are of two types: those we are used to pronouncing and distinguishing, and those we are not. Since Indian languages are generally written phonically (spelled the way they sound), we can transliterate them into English script with a good approximation of the way they are pronounced. *However*, some letters from Indian alphabets designate sounds we are not used to pronouncing or distinguishing. Further, Indian vowels are more specific than English vowels. In English the letter 'a' can be pronounced as in 'ball', 'bay' or 'bag'. In Indian languages there is a separate letter for each vowel sound.

Indian vowels are pronounced as follows:

- a — the sound in the word 'cut'
- ā — the sound in the word 'cot'
- i — the sound in the word 'sit'
- ī — the sound in the word 'beet'
- u — the sound in the word 'foot'
- ū — the sound in the word 'rule'
- e — the sound in the word 'day'
- ai — the sound in the word 'aisle'
- o — the sound in the word 'boat'
- au — the sound in the word 'how'
- ri, a vowel — the sound in the word 'friction'

The consonants in Indian languages fall largely into two groups: aspirated (using more air than our consonants) and unaspirated (using less air). Thus in Indian scripts we find a letter for two kinds of 'k', two kinds of 'g', two kinds of 'ch', etc. To differentiate them we put an 'h' after the aspirated form of the consonant. Hence, the reader will find both 'k' and 'kh', 'g' and 'gh', 'ch' and 'chh' and so on. Unless the reader has already learned the proper pronunciation of these sounds by knowing an Indian language, he will do best by ignoring the 'h' after the

consonants when trying to produce the sounds. Finally, Indian languages distinguish between 't' and 'th' and 'ṭ' and 'ṭh'; 'd' and 'dh' and 'ḍ' and 'ḍh'. Again, one does best to pronounce all the 't' sounds the same and all the 'd' sounds the same instead of exaggerating the difference. Similarly, 'sh' and 's' are both pronounced like 'sh' for all practical purposes.

Just as a reminder:

Gandhi rhymes with Dondi, not candy
ahimsa has the sound of 'wince' in it
dhoti rhymes with goaty
sari sounds like sorry

No attempt should be made to stress one syllable in preference to another.

DAVID DELL
Foreign Area Materials Center

C.

Directory of Publishers and Distributors

Harry N. Abrams, Inc. 110 East 59 Street, New York, NY 10022
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MA 01867

Air India. 345 Park Avenue, New York, NY 10022

Airmont Publishing Co., Inc. Distributed by Associated
Booksellers, 147 McKinley Avenue, Bridgeport, CT 06606

Aldine Publishing Company. 529 South Wabash Avenue,
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George Allen & Unwin Ltd. 40 Museum Street, London
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Allyn & Bacon, Inc. 470 Atlantic Avenue, Boston, MA 02210

American Book Co. 450 West 33rd Street, New York, NY 10001

American Committee for South Asian Art. (See I. Job Thomas)

American Historical Association. 400 "A" Street, S.E., Washing-
ton, DC 20003

American Map Company, Inc. 1926 Broadway, New York,
NY 10023

American Universities Field Staff. P.O. Box 150, Hanover,
NH 03755

AMS Press, Inc. 56 East 13th Street, New York, NY 10003

Anthropological Survey of India. 27 Chowringhee Road,
Calcutta 700 013, India

ARIN Intermediate Unit. Courthouse, Indiana, PA 15701

Arno Press. 330 Madison Avenue, New York, NY 10017

Asia Publishing House. 420 Lexington Avenue, New York,
NY 10017

The Asia Society, Inc. 112 East 64th Street, New York, NY 10021

The Performing Arts Program. 133 East 58th Street,
15th Floor, New York, NY 10022

Asian Studies Curriculum Center. 735 East Building, Washington
Square, New York University, New York, NY 10003

Association for Asian Studies. 1 Lane Hall, University of Michigan, Ann Arbor, MI 48109

Association Instructional Materials. 866 Third Avenue, New York, NY 10022 (Inquire addresses of regional offices)

Atlantis Productions, Inc. 1252 La Granada Drive, Thousand Oaks, CA 91360

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Benefic Press. 10300 West Roosevelt Road, Westchester, IL 60153

Bennett, Coleman & Co., Ltd. Times of India Building,

Dr. Dadabhai Naoroji Road, Bombay 400 001, India

BFA Educational Media. 2211 Michigan Avenue, Santa Monica, CA 90404

George Braziller, Inc. 1 Park Avenue, New York, NY 10016

Firma E.J. Brill. Oude Rijn 33a-35, Leiden, The Netherlands

Budek Films and Slides Company. Pelham Street, Newport, RI 02840

Cambridge University Press. 32 East 57th Street, New York, 10022

Caravan. Delhi Press, Post Box 17, New Delhi 110 001, India

Carousel Films Inc. 1501 Broadway, New York, NY 10036

The Cellar Book Shop. 18090 Wyoming, Detroit, MI 48221

Center for Cassette Studies. 8110 Webb Avenue, North Hollywood, CA 91605

The Center for Humanities, Inc. 2 Holland Avenue, White Plains, NY 10603

Center for International Programs and Comparative Studies. University of the State of New York, The State Education Department, 99 Washington Avenue, Albany, NY 12230

Central News Agency Pvt. Ltd. 23/90 Connaught Circus, Post Box 374 New Delhi 110 001 India.

Children's Book Trust, Nehru House, 4 Bahadur Shah Zafar Marg, New Delhi 110 002, India

Columbia University Press. 136 South Broadway, Irvington,
 NY 10533
 Columbia University Press, Center for Mass Communication.
 136 South Broadway, Irvington, NY 10533
 Committee of Concerned Asian Scholars. Post Office Box W,
 Charlemont, MA 01339
 Committee on Comparative and International Studies. See
 University of California at Los Angeles
 Contemporary/McGraw-Hill Films. Department BF, 1221
 Avenue of the Americas, New York, NY 10020
 Cornell University Press. 124 Roberts Place, Ithaca, NY 14850
 Coronet Instructional Media. 65 East South Water Street,
 Chicago, IL 60601
 Crescendo Publishing Co. 48-50 Melrose Street, Boston,
 MA 02116
 Thomas Y. Crowell Co. 666 Fifth Avenue, New York, NY 10019
 Crown Publishers, Inc. 419 Park Avenue, South, New York,
 NY 10016
 Marie Joy Curtiss. 103 Burlington Drive, Manlius, NY 13104

 Dell Publishing Co., Inc. 1 Dag Hammarskjold Plaza, 245 East
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 London, England
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 Doubleday & Co., Inc. 277 Park Avenue, New York, NY 10017.
 Orders to: 5011 Franklin Avenue, Garden City, NY 11530
 Doubleday Multimedia. Box C-19518, 1371 Reynolds Avenue,
 Irvine, CA 92713
 Dover Publications, Inc. 180 Varick Street, New York, NY 10014
 Duke University Press. 6697 College Station, Durham, NC 27708

 Eastern Economist Ltd. UCO Bank Building, Parliament Street,
 New Delhi 110 001, India
 Educational Audio Visual, Inc. Pleasantville, NY 10570
 Educational Resource Information Center for Social Studies
 Education. 855 Broadway, Boulder, CO 80302

Educational Resources Center. P.O. Box 3554, New Delhi 110 024, India.

ERC materials may be obtained from Center for International Programs and Comparative Studies, Albany NY. (See separate listing.)

Embassy of India. 2107 Massachusetts Avenue, N.W., Washington, DC 20008

Encyclopaedia Britannica Educational Corporation. 425 North Michigan Avenue, Chicago, IL 60611

M. Evans & Co., Inc. 216 East 47th Street, New York, NY 10017

Fairleigh Dickinson University Press. P.O. Box 421, Cranbury, NJ 08512

Far Eastern Economic Review, Ltd. Box 160, Hong Kong
Farrar, Straus & Giroux, Inc. 19 Union Square, West, New York, NY 10003

Fawcett World Library. 1515 Broadway, New York, NY 10036

Field Educational Publications, Inc. See Addison-Wesley Publishing Co., Inc.

Film Images. 17 West 60th Street, New York, NY 10023 and 1034 Lake Street, Oak Park, IL 60301 and 4530 18th Street, San Francisco, CA 94114

Films Incorporated. Director of Distribution, 1150 Wilmette Avenue, Wilmette, IL 60091

Follett Publishing Co. 1010 West Washington Blvd., Chicago, IL 60607

Foreign Area Materials Center. 60 East 42nd Street, New York, NY 10017

Foreign Policy Association, Inc. 345 East 46th Street, New York, NY 10017

The Free Press. 866 Third Avenue, New York, NY 10022

French Institute of Pondicherry. B.P. 33, Pondicherry 605 001, Tamil Nadu, India

Gandhi Peace Foundation. 223 Deen Dayal Upadhyaya Marg, New Delhi 110 001, India

Ginn and Company. 191 Spring Street, Lexington, MA 02173
Government of India

Central Statistical Organization. Department of Statistics,
Controller of Publications, Civil Lines, Delhi 110 006, India

- Films Division. Ministry of Information and Broadcasting,
24 Dr. G. Deshmukh Marg, Bombay 400 026, India
Information Service of India. (See separate listing.)
Publications Division. Patiala House, "A" Block, New Delhi
110 001, India
Publications Division. Old Secretariat, Civil Lines,
Delhi 110 006, India (for Census of India Atlas)
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Grove Press, Inc. 196 West Houston Street, New York,
NY 10014
- G.K. Hall & Co. 70 Lincoln Street, Boston, MA 02111
Harcourt Brace Jovanovich, Inc. 757 Third Avenue, New York,
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Harper & Row Publishers, Inc. 10 East 53 rd Street, New York,
NY 10022
Hartley Productions, Inc. 59 Cat Rock Road, Cos Cob,
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Harvard University Press. 79 Garden Street, Cambridge,
MA 02138
D. C. Heath & Co. 125 Spring Street, Lexington, MA 02173
William Heinemann, Ltd. 15-16 Queen Street, Mayfair.
London W1X 8BE, England
William S. Heinman. 1966 Broadway, New York,
NY 10023
Hind Pocket Books, Pvt. G. T. Road, Shahdara, Delhi 110 032,
India. U. S. agent: InterCulture Associates
The Hindustan Times Press. Connaught Circus,
New Delhi 100 001, India
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New York, NY 10017
Houghton Mifflin Co. 2 Park Street, Boston, MA 02107
Humanities Press, Inc. Atlantic Highlands, NJ 07716
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I. B. H. Publishing Co. Rusi Mansion, 29 Wodehouse Road,
Bombay 400 039, India
India Book House. See I. B. H. Publishing Co.
India Documentation Centre. Gurgaon 122 001, Haryana, India

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 Indian Committee for Cultural Freedom. 148 Mahatma Gandhi Road, Fort, Bombay 400 001, India
 Indian Council for Cultural Relations. Azad Bhavan, Indraprastha Estate, New Delhi 110 001, India
 Indian Council of World Affairs. Sapru House, Barakhamba Road, New Delhi 110 001, India
 Indian Science News Association. 92 Acharya Prafullachandra Road, Calcutta 700 009, India
 Indiana University Audio-Visual Center. Bloomington, IN 47401
 Indiana University Press. Tenth and Morton Streets, Bloomington, IN 47401
 Information Service of India
 Embassy of India. 2107 Massachusetts Avenue, N. W., Washington, CD 20008
 Consulate General of India. 3 East 64th Street, New York, NY 10021
 Consulate General of India. 215 Market Street, San Francisco, CA 94105
 Consulate General of India. 230 North Michigan Avenue, Chicago, IL 60601
 Inter Documentation Company AG. IDC Order Department, Poststrasse 14, 6300 Zug, Switzerland
 Inter-university Board of India. Rouse Avenue, New Delhi 110 001, India
 Interbook, Incorporated. 545 Eighth Avenue, New York, NY 10018
 InterCulture Associates. Box 277, Thompson, CT 06277
 International Communications Institute. Box 8268, Station F, Edmonton, Alberta, T6H 4P1 Canada
 International Film Bureau Inc. 332 South Michigan Avenue, Chicago, IL 60604
 International Film Foundation, Inc. 475 Fifth Avenue, Suite 916, New York, NY 10017
 International Publications Service. 114 East 32nd Street, New York, NY 10016

 Jam Handy Filmstrips. 2821 Grand Blvd., Detroit, MI 48211
 Janus Films. 745 Fifth Avenue, New York, NY 10022

Kendall/Hunt Publishing Company. 2460 Kerper Blvd., Dubuque,
IA 52001

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Hise Hall, University of Wisconsin, Madison, WI 53706

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NY 10022

Laidlaw Brothers. Thatcher and Madison Streets, River Forest,
IL 60305

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Delhi 110 001, India

Learning Corporation of America. 711 Fifth Avenue,
New York, NY 10022

Leswing Press, Inc. 750 Adrian Way, San Rafael, CA 94903

Link News Magazine. Link House, Bahadur Shah Zafar Marg,
New Delhi 110 001, India

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McGraw-Hill Book Company. 1221 Avenue of the Americas,
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Media-Materials Distribution Service. New York State

Education Department, 55 Elk Street, Albany, NY 12234

Meenakshi Prakashan. Begum Bridge, Meerut, Uttar Pradesh,
India

G. & C. Merriam Co. 47 Federal Street, Springfield, MA 01101

Charles E. Merrill Publishing Co. 1300 Alum Creek Drive,
Columbus, OH 43216

Julian Messner, Inc. Distributed by Simon & Schuster, Inc.,
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Methuen & Co., Ltd. 11 New Fetter Lane, London
EC4P 4EE, England

Orders to: North Way, Andover, Hampshire, England

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New York, NY 10028

Michigan State University, Asian Studies Center, Center for Inter-
national Programs, East Lansing, MI 48824

Michigan State University, Instructional Media Center.
East Lansing, MI 48824

Michigan State University Press. 1405 South Harrison Road,
25 Manly Miles Building, East Lansing, MI 48823

The M.I.T. Press. 28 Carleton Street, Cambridge,
MA 02142

Modern Film Rentals. 2323 New Hyde Park Road, Hyde Park,
NY 10040
(Inquire addresses of regional offices)

The Modern Review. 77-2-1 Dharamtala Street, Calcutta 700 013,
India

National Book Trust. A-5 Green Park, New Delhi 110 016, India.
Distributor: India Book House

National Geographic Society. Department 76, 17th and M Streets,
N.W., Washington, DC 20036

National Institute of Community Development. Rajendranagar,
Hyderabad 500 001, India

National Museum. Janpath, New Delhi 110 001, India

National Press. Kasturi Buildings, Mount Road, Madras 600 002,
India

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New Directions Publishing Corp. 333 Avenue of the Americas,
New York, NY 10014

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NJ 08540

Project on Asian Studies in Education. 300 Lane Hall, University
of Michigan, Ann Arbor, MI 48104

Pyramid Film Productions. P. O. Box 1048, Santa Monica,
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Quadrangle/The New York Times Book Co. 10 East 53rd Street,
New York, NY 10022

Rachana Publishers. Bhinsena Gardens, Madras 600 004, India

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(Orders to: Westminster, MD 21157)

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Rupa Paperbacks. Rupa & Co., 15 Bankim Chatterjee Street,
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New Delhi 110 001, India

St. Martin's Press, Inc. 175 Fifth Avenue, New York, NY 10010

Sameeksha Trust. Skylark Building, 284 Frere Road,
Bombay 400 001, India

Sangeet Natak Akademi. Rabindra Bhavan, Ferozshah Road,
New Delhi 110 001, India

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Los Angeles, CA 90065

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University, 29 West Woodruff Avenue, Columbus, OH 43210
- Silver Burdett Co. 250 James Street, Morristown, NJ 07960
- Simon & Schuster, Inc., Publishers. 630 Fifth Avenue, New York,
NY 10020. Orders to: 1 West 39th Street, New York,
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- Peter Smith Publisher Inc. 6 Lexington Avenue, Magnolia,
MA 01930
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CA 90230
- The Society for Ethnomusicology. Room 513, 201 South Main
Street, Ann Arbor, MI 48108
- Society for Visual Education, Inc. 1345 West Diversey Parkway,
Chicago, IL 60614
- South Asia Books. P.O. Box 502, Columbia, MO 65201
- The Statesman Press. Statesman House, 4 Chowringhee Square,
Calcutta 700 001, India
- Syracuse University, Film Rental Center. 1455 East Colvin Street,
Street, Syracuse, NY 13210
- Taplinger Publishing Co., Inc. 200 Park Avenue, South,
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New York, NY 10017
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New York, NY 10020
- Time-Life Multimedia. Distribution Center, 100 Eisenhower
Drive, Paramus, NJ 07652
- Times of India. See Bennett, Coleman & Co.
- Tricontinental Film Center. P. O. Box 4430, Berkeley, CA 94704
- Twayne Publishers, Inc. 70 Lincoln Street, Boston, MA 02111
- UBS Publishers' Distributors Ltd. 5 Daryaganj, Ansari Road,
P. O. Box 7015, New Delhi 110 006, India

UNIPUB, Inc. P. O. Box 433, Murray Hill Station, New York,
NY 10016

United Nations Radio and Visual Services Division. Office of
Public Information, Room 837, United Nations, New York,
NY 10017

Universal Color Slide Co. 136 West 32nd Street, New York,
NY 10001

University of Arizona Press. P. O. Box 3398, Tucson, AZ 85722

University of British Columbia Press. 2075 Westbrook Place,
Vancouver, B. C., V6T 1W5, Canada

University of California at Los Angeles, Committee on Com-
parative and International Studies. Curriculum Inquiry Center,
Graduate School of Education, 405 Hilgard Avenue,
Los Angeles, CA 90024

University of California, Extension Media Center. Berkeley,
CA 94720

University of California Press. 2223 Fulton Street, Berkeley,
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University of Chicago Press. 5801 Ellis Avenue, Chicago,
IL 60637

University of Illinois, Visual Aids Service. 1325 South Oak
Street, Champaign, IL 61820

University of Kansas, Audio-Visual Center. Lawrence, KS 66044

University of Kerala. Trivandrum 695 001, Kerala, India

University of Michigan, Audio-Visual Education Center.
416 Fourth Street, Ann Arbor, MI 48103

University of Michigan Press. 615 East University Avenue,
Ann Arbor, MI 48106

University of Minnesota Press. 2037 University Avenue, S. E.,
Minneapolis, MN 55414

University of Pennsylvania Press. 3933 Walnut Street,
Philadelphia, PA 19174

University of Washington, Audio Visual Services. B-54
Administration Building AC-30, Seattle, WN 98195

University of Washington Press. Seattle, WN 98105

University of Wisconsin, South Asian Area Center. Distribution
Office, 1242 Van Hise Hall, Madison, WI 53706

Van Nostrand Reinhold Co. 450 West 33rd Street, New York,
NY 10001

Vedanta Press. P. O. Box 290, Hollywood, CA 90028
Lawrence Verry, Inc. 16 Holmes Street, Mystic, CT 06355
Vikas Publishing House Pvt. Ltd. 5 Daryaganj, Ansari Road,
New Delhi 110 006, India
Viking Penguin, Inc. 625 Madison Avenue, New York, NY 10022
Viking Press, Inc. 625 Madison Avenue, New York, NY 10022

Wayne State University Press. 5980 Cass Avenue, Detroit,
MI 48202

John Weatherhill, Inc. 149 Madison Avenue, New York,
NY 10016

Webster McGraw-Hill. 1221 Avenue of the Americas, New York,
NY 10020

Westminster Press. Room 905, Witherspoon Building,
Philadelphia, PA 19107

Albert Whitman & Co. 560 West Lake Street, Chicago, IL 60606

World Affairs Materials. 2676 Bedford Avenue, Brooklyn,
NY 11210

World Color Slides. 21 Schoen Place, Pittsford, NY 14534

Writers Workshop. 162/92 Lake Gardens, Calcutta 700 045,
India

Xerox Films. 245 Long Hill Road, Middletown, CT 06457

Xerox University Microfilm. 300 North Zeeb Road, Ann Arbor,
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